



Sierra Educational News

Official Journal of California Teachers Association

DON'T LEAVE IT ALL UP TO



***Jimmie
and
Me!***

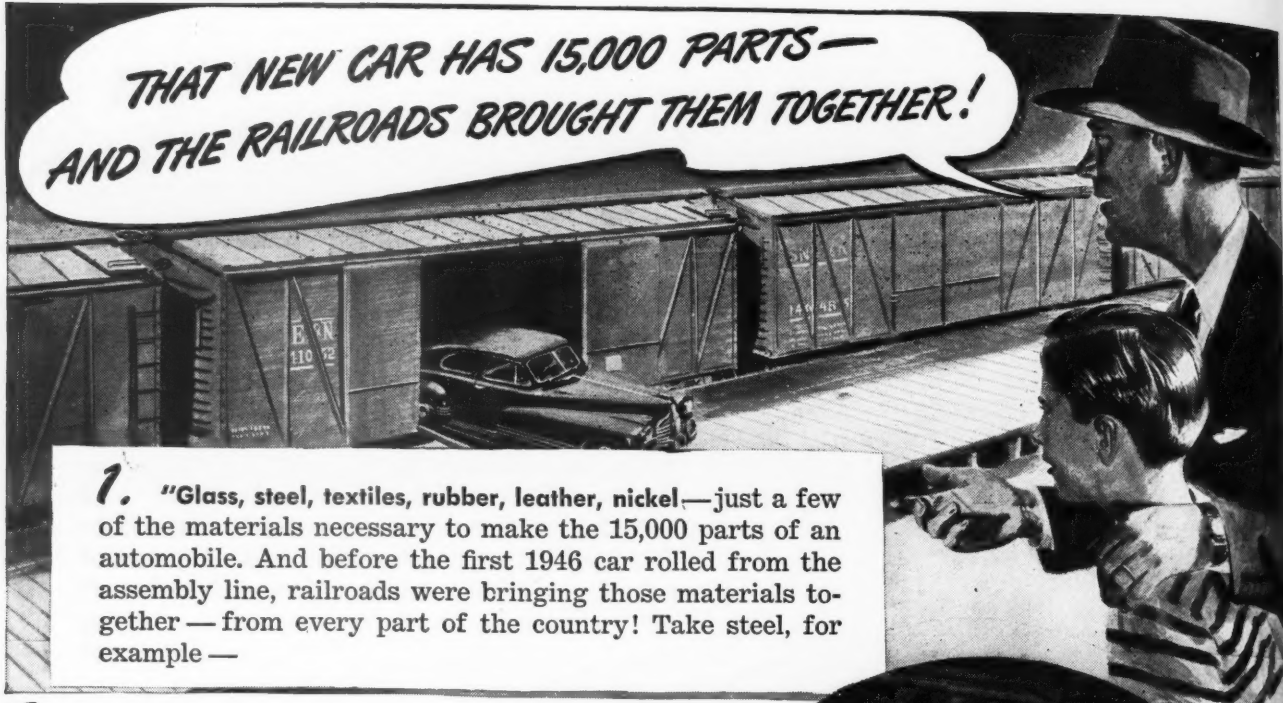
**GET OUT THE VOTE FOR
'YES' ON 3!**

Proposition 3—The Better Schools Act—The CTA Proposal

PLEASE TURN IMMEDIATELY TO PAGES 24, 25

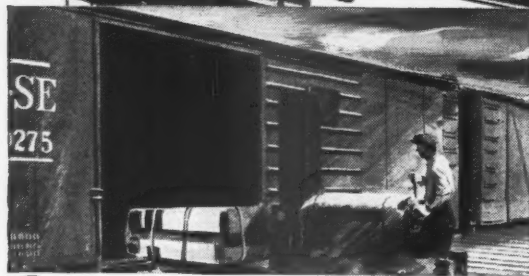
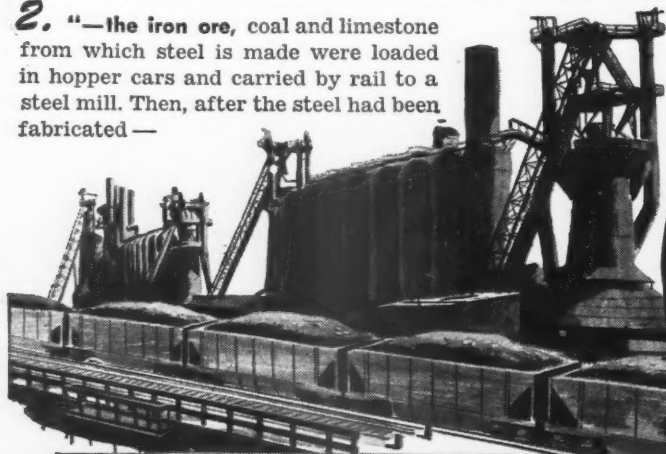
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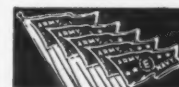
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CHANGE OF ADDRESS An Urgent Appeal

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Whenever you change your address, PLEASE let us know, stating your old address as well as your new one.

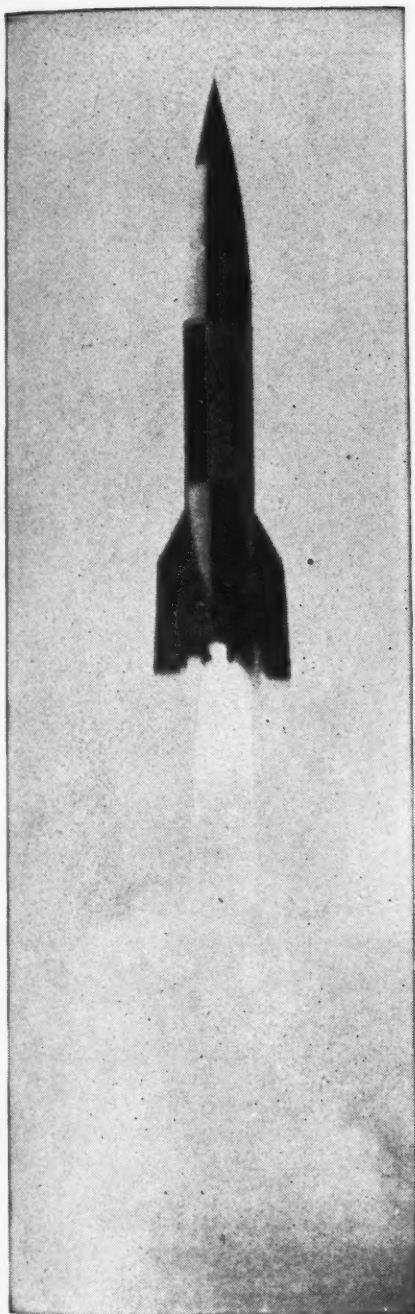
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Science Shorts

ON SUBJECTS YOUR STUDENTS WILL ASK YOU ABOUT

V-2 ROCKETS



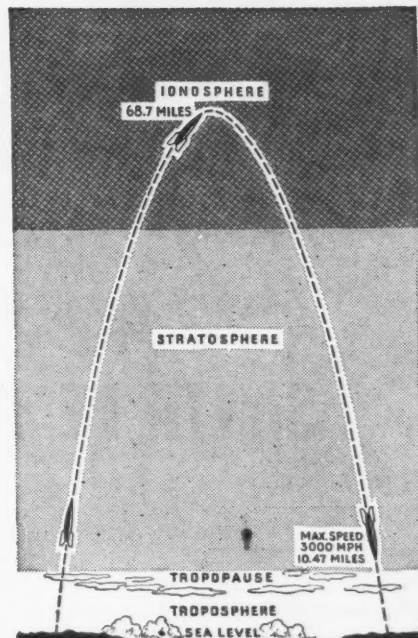
The V-2 begins ascent amidst dust, smoke, and flame.

TRAVELING ABOUT 5 TIMES FASTER than sound, speeding as fast as 3400 mph on part of their trajectory into the ionosphere, the German V-2 rockets are being tested by the Army at White Sands, N. M. At the same time information is being gathered about cosmic rays, temperatures, density, pressure, dust, and bacteria 75 miles up. This information is received on the ground through the use of telemetering equipment that is installed in the missiles. Results recorded by scientific instruments in the rocket nose are automatically radioed to earth during the flight. These V-2 rockets have gyro control; they also have an emergency radio control for shut-off.

FIVE FEET IN DIAMETER and forty-six feet long, they weigh approximately 15 tons. Within 63 seconds from the time the firing button is pressed, these rockets burn 8304 pounds of ethyl alcohol and 10,000 pounds of liquid oxygen. This mixture burns at high pressure in a combustion chamber and the gases are exhausted through a supersonic nozzle. The rocket is propelled in the same way a jet plane is driven. Rockets, however, must carry their own supply of oxygen since they cannot draw it from the air as jet planes do.

The V-2's speed at roughly a mile a second. At this tremendous speed the friction in the air causes them to become red hot toward the end of the flight when traveling in comparatively dense atmosphere.

SAFE FIRING OF THE ROCKETS was assured before these tests were even



Trajectory (flight path) as computed by the differential analyzer.

started. General Electric scientists and engineers had, with the help of a computing machine, gathered the necessary data. They already knew the velocity, trajectory, altitude, and range of the rocket and were certain that all flight conditions could be met. This computing machine, a differential analyzer, did in ten days a job which would have required three months' concentrated effort of an individual mathematician. The figures which the machine produced predicted very closely the actual flight operation of the rocket.

This advertisement is one of a series, designed as a service to teachers of question-asking boys and girls. General Electric Co., Schenectady, N. Y.


GENERAL ELECTRIC

Sierra Educational News

WALTER T. HELMS, *President*

ROY W. CLOUD, *State Executive Secretary*

VAUGHAN MACCAUGHEY, *Editor*

VOLUME 42  183

NOVEMBER 1946

NUMBER 9

Please Help Now . . . Please Help Now

EVERY TEACHER, EVERY FRIEND OF THE SCHOOLS

DURING October, the slogan "For Jimmie and Me, Vote 'YES' on 3" has held the public eye on billboards, in newspapers and in magazines throughout California.

As the campaign for Proposition 3 draws to a close, here is a new slogan to remember — "WE'LL WIN ON 3 — IT'S UP TO ME!"

This is a *personal* slogan for every member of the California Teachers Association — a slogan which will insure complete victory for Proposition 3 when the State's voters go to the polls on November 5.

Public speakers, advertising, publicity . . . all have had their effect. But never forget — it is the *personal effort which each of us makes in these closing days of the campaign which will assure the success of Proposition 3!*

Do not take victory for granted.

Heed the cautious words of campaign manager Clem Whitaker, acknowledged as the leader in his field on the Pacific Coast:

"Nothing is certain in an election. Many a worth-while ballot proposition has been defeated because of last-minute complacency and over-confidence on the part of its supporters."

There are two important tasks for each of us between now and Election Day.

The first of these is to win as many supporters for Proposition 3 as possible.

The second is to make sure that these supporters go to the polls and CAST THEIR VOTES!

Get out the vote! Write postcards, make telephone calls, obtain personal interviews with all the voters you can reach. **MAKE SURE THAT EVERY AVAILABLE VOTE FOR PROPOSITION 3 IS CAST AT THE POLLS ON NOVEMBER 5!** On Pages 24 and 25 you will find the leading arguments in favor of Proposition 3. Use them! They will win you votes.

Impress upon your friends the seriousness of California's educational crisis. From your own experiences, many of you will be able to cite local examples of the crying need for new teachers. You will be able to tell from first-hand observation the handicaps faced by local children because of the teacher shortage.

Whenever possible, describe the situation in your local schools. It is the most convincing argument you have.

Campaign with the fullest confidence that your cause is just and right. Every logical argument is on your side.

FURTHERMORE, you are supported by all the major organizations in the State, including the Republican and the Democratic Parties, the major veterans' groups, all branches of organized labor, the Native Sons and Daughters, leading women's groups and numerous civic, patriotic and improvement clubs.

These organizations are so enthusiastically behind you that in many cases they have gone beyond urging their own members to vote for Proposition 3, and issued public appeals urging all voters to say "YES" to 3!

NOW FOR AN IMPORTANT WORD OF CAUTION —

IN YOUR CAMPAIGNING FOR PROPOSITION 3, NEVER LOSE SIGHT OF THE DANGERS OF PROPOSITION 13!

PROPOSITION 13 IS TRULY "UNLUCKY" FOR CALIFORNIA. IT MUST BE DEFEATED JUST AS SURELY AS PROPOSITION 3 MUST WIN.

WHEREVER YOU WIN A "YES" VOTE FOR PROPOSITION 3, MAKE SURE THAT YOU MAKE A "NO" VOTE FOR PROPOSITION 13.

Explain to your friends that Proposition 13 would undo everything that Proposition 3 sets out to do. Proposition 13 would actually *reduce* present State support to the public schools. Teacher salaries would not be improved, and the present serious situation would become worse than ever.

In your campaigning, remember also that California Teachers Association recommends a "Yes" vote on Propositions 7, 8 and 9.

To quote Mr. Whitaker once more:

"You are the candidates — every one of you, teachers, school administrators, PTA workers — and the vote on November 5 will indicate

whether the people of California have confidence in the educational system of their State and local community.

"This campaign is a personal campaign to a far greater extent than any other I can think of. Even an actual candidate for office can never hope to obtain the personal touch that is within our power in the campaign for Proposition 3.

"YOU ARE KNOWN IN YOUR COMMUNITY. YOUR PROBLEMS ARE THE PROBLEMS OF YOUR NEIGHBORS AND FELLOW-VOTERS. IT IS YOUR TASK TO DRAMATIZE THE ISSUES IN THE CAMPAIGN, TO MAKE YOUR NEIGHBORS REALIZE THAT THEY ARE NOT VOTING MERELY FOR BETTER SCHOOLS FOR YOU WHEN THEY VOTE 'YES' ON PROPOSITION 3."

Between now and Tuesday, November 5, therefore, let us work incessantly for passage of Proposition 3.

All of us must keep in mind the personal slogan:

"We'll win on 3 — it's up to ME!"

Manual for School Board Members; a brief statement of their opportunities, duties and responsibilities, by Florence Campbell Porter, executive secretary, California School Trustees Association, published by the California School Trustees Association, 1946, is a very valuable information source for all California school-people.

Mrs. Porter is widely and favorably known, throughout California school circles and nationally, for her many years of loyal and efficient service in behalf of the public schools and school children. She is among the leading women of America in the field of school trustees association work.

Roy E. Simpson, Superintendent of Public Instruction, has contributed a foreword to this excellent manual, commending Mrs. Porter and her admirable handbook.

* * *

San Francisco Public Schools, J. Cecil Parker, curriculum coordinator, has issued two excellent curriculum bulletins, — 101. Mathematics, kindergarten through grade 9, comprises 220 pages. 201. Reading, kindergarten through grade 12, comprises 195 pages. These carefully-prepared teaching guides embody sound, modern, educational thought. Dr. Curtis E. Warren is city superintendent of schools.

A Quick Summary of the November Ballot Propositions

CALIFORNIA Teachers Association urges you to vote as follows on the November ballot propositions pertaining to education:

YES on Proposition 3 — The "Better Schools Measure."

YES on Proposition 7 — Provides election rather than appointment of County Board of Education members in charter counties.

YES on Proposition 8 — Establishes qualifications for County Superintendents of Schools.

YES on Proposition 9 — Calls for appointment of one new Deputy Superintendent of Public Instruction and 3 new Associate Superintendents, by State Board of Education.

NO on Proposition 12 — Amendment of laws adopted by Initiative.

NO on Proposition 13 — Would freeze present State allocations for support of public schools in California, throwing the burden of increasing schools expenses on taxpayers in local school districts.

Current Happenings

Roy W. Cloud

SCHOOLS in all sections of California are in full swing. Already the teachers and administrators are looking forward to the Institute season and Thanksgiving.

Two major conventions of the fall were the California School Trustees Association and the Superintendents Conventions. The Trustees, with President O. E. Darnell of San Diego presiding, met in San Diego September 30 and October 1, and on October 2 met in connection with the Superintendents Association at Coronado. The Trustees considered seriously teacher tenure and the Education Code provisions concerning the dismissal of permanent teachers.

The School Superintendents meeting was called to order by State Superintendent of Public Instruction Roy E. Simpson, and for 3 days programs of much interest and value were conducted.

Dr. C. C. Trillingham, Los Angeles County Superintendent of Schools, presided at the various business meetings of the City and District Superintendents and Dr. John Carroll, San Diego County Superintendent of Schools, was in charge of the business sessions of the County Superintendents groups.

All of the Trustees officers were re-elected at the Trustees business meeting. Mrs. Florence Porter of Bakersfield is Executive Secretary.

The Superintendents Association elected Jackson Price of Redding, to serve as President for the coming year.

In addition to the meetings of these two bodies, the State Board of Education met in San Diego October 4 and 5.

A principal point of interest was a discussion of the selection of a series of social science textbooks for the upper elementary grades. The Board decided to have certain changes made in the texts before final action would be taken.

Teacher Retirement Board

On October 5 the State Board of Education met as the State Teacher Retirement Board. The two teacher-representatives on the Investment Board of the Retirement System, Superintendent Ira Landis of Riverside and Mrs. Louise Gridley of Berkeley, sat with the State Board in considering matters pertaining to teacher retirement. The Teacher Retirement System of California is in good financial condition. The Permanent Fund and the Annuity Fund have large and rapidly accumulating balances. The California Teacher Retirement System is probably in as good financial condition as any in this country.

As recorded elsewhere, the Bay Section of California Teachers Association suffered an almost irreparable loss in the death of its Executive Secretary, Earl Gridley. The Section, under the efficient leadership of its President, Cecilia O'Neil of San Jose, took steps to secure a successor to Mr. Gridley. Members of the Executive Board canvassed the field of possible appointees and finally decided that they would discuss the matter with several teachers of the Bay area.

After discussing the matter with those whom they wished to consider, the Board unanimously selected Dr. Wallace W. Hall, vice-principal of Marin Junior College and last year's president of the Section. Dr. Hall secured the consent of the Marin Junior College governing board to accept the position. At the Bay Section meeting held October 5, he was unanimously elected as Executive Secretary of the Section.

Dr. Wallace W. Hall

Dr. Hall is a native of Ohio and holds his Bachelor's degree from the Ohio State University. After completing his work in the Buckeye State he came to California and enrolled as a graduate student at College of the Pacific, where he received his Master's Degree. He then transferred to University of California, where he was awarded his PhD, and has been at Marin Junior College for the past 9 years. He is a young man of fine appearance, a good speaker, and will make an outstanding contribution to the welfare of the Bay Section and of the entire Association.

One of the most worthwhile meetings of California Teachers Association was held at Camp Seeley, in the San Bernardino mountains, September 26-28. The largest conference of CTA Southern Section, it was under direct supervision of Robert A. Gillingham, general chairman, and Arthur F. Corey, executive secretary of the Section. See also Page 13. The excellent program presented materials to the group of exceptional value in the Southern Section work; 234 members were in attendance. The State Office was represented by Mary A. Ball, assistant secretary, and by Vaughan MacCaughy, editor of Sierra Educational News.

The Bay Section Training Conference was held at Asilomar, in Monterey County, October 24-26. Miss O'Neil, Marguerite Connolly of San Francisco, chairman of the committee, and Janice White of the Bay Section Office had prepared most of the program before the death of Mr. Gridley. Dr. Hall completed the arrangements. The 90 local teacher-association representatives

had a program of excellence and opportunity to discuss many problems of vital importance. A further account will appear in our December issue.

Principal activity of California Teachers Association during the past months has been the Campaign for the passage of Proposition 3 and the defeat of Amendment No. 13. It is heartening to know the great number of endorsements which have been received for No. 3. Continued work must be done if No. 3 is to receive the majority which it should have at the polls.

With the passage of Amendment 3 the minimum salary of \$1800 now provided by law in California will be raised to \$2400, and we hope that a general increase of not less than \$600 shall be paid to every teacher in California.

It is our earnest expectation that, shortly following the passage of No. 3, salary schedules will be set up in the various school systems to provide schedules of from \$2400 to somewhere in the \$4000 bracket.

Every teacher should work ardently for the passage of Amendments 7, 8 and 9. These three proposals, which are outlined on Page 6 of this magazine, will help to build a more efficient public school system.

It is our hope that No. 12 on the ballot will NOT pass. This amendment would permit the Legislature to make changes in laws, which have been adopted by the initiative, in an easier manner than that which is prescribed at present. The present procedure requires the Legislature to pass a regular constitutional amendment in order to change an amendment passed by initiative. No. 12 would be a relaxation of present laws. When an organization such as California Teachers Association has made an arduous campaign for the passage of a constitutional amendment, that amendment should be as safely guarded as possible. Because of this we recommend a NO vote on 12.

Every teacher should work unceasingly for the DEFEAT of No. 13. We have explained this fully elsewhere.

The duty of every teacher in California at this election is to secure as much support for Proposition 3 as possible and to be sure that every registered citizen votes.

On the Eve of November 5

NOW THAT THE CAMPAIGN IS NEARLY OVER

Joseph Fulford, Teacher, Coalinga High School*

PROPOSITION 3, to be voted on by the people of California on November 5, is supported by the vast majority of educators.

It is confidently believed by its supporters and sponsors that the minimum salary provisions of that measure will so enhance the prestige of the teaching profession as to materially augment the supply of well-qualified certificated personnel.

With such a prodigious campaign behind us there develops the danger of complacency, the natural result of a major effort successfully completed.

Professional study and interest in educational standards, salaries, working conditions, and personal freedom, insofar as these factors influence the effective discharge of professional duties and the quality and quantity of professionally trained teachers, is not merely an outgrowth of the present shortage of teachers.

Individual and cooperative efforts have clearly outlined the problems that are before us. Without doubt, substandard salaries are a factor of prime importance.

But we are fooling ourselves and encouraging a cruel fallacy among the general public if we pretend that liberalized financial support alone will solve all of our problems.

From recent articles in popular as well as professional magazines, I have compiled the following list of factors, each having an undesirable effect on professional efficiency and bearing a measure of responsibility for the present unattractiveness of the profession.

* Returned to Coalinga Union High School in February, 1946, after 3 years in the Navy. Previous to the time spent in the service he taught in Yreka, 1940-41, and Coalinga, 1941-42 (December). Graduate of University of California at Berkeley, and member of California Teachers Association and Phi Delta Kappa (Lamda) since 1939.

These are the factors we must keep constantly before us.

In listing, I have combined similar factors and tried to include significant comment from various sources:

1. **SUBSTANDARD SALARIES.** Salaries paid to teachers and school administrators are not comparable with those paid for professional efforts in comparable fields. Salaries paid often necessitate auxiliary part-time jobs or summer employment.

2. **RESTRICTIONS ON THE SOCIAL LIFE** and personal freedom of the teacher exist and are undemocratically enforced.

3. **UNPROFESSIONAL TEACHERS.** Teachers are, too often, not chosen on professional ability; too many teachers have little insight into their profession and because of the poor teaching they have experienced, young people develop unfavorable attitudes toward teachers and teaching. The faults of the inadequate teacher become the basis of administrative attitudes.

4. **PROFESSIONAL FRICTION.** Professional relations of teachers with administrators and supervisors are frequently lacking in courtesy and professional dignity.

5. **PUBLIC DISRESPECT.** The idea persists that teaching is a drab, uninteresting, and insecure profession. Teachers have acquired a reputation that amounts almost to a stigma.

6. **INADEQUATE PROFESSIONAL STANDARDS.** Adequate professional standards, where they exist, have been unable to hold their own against the backlog of prestandard teachers and the willingness of authorities to circumvent standards under pressure. No constructive policy has been coupled with the undoubted necessity of the war years.

7. **INEQUALITY IN STANDARDS** for salary, retirement benefits, tenure, working conditions. (The present California tenure law is an excellent example of the complexity of such problems.)

8. **LACK OF TEACHER-PARTICIPATION** in the formation of school policy, the unwillingness of administrative officers to take the teaching staff into their confidence on school matters, contribute to a general feeling of helplessness and ineffectiveness. (The administrator would state this differently, and be quite right and honest in his expression.)

9. **ADMINISTRATIVE DISREGARD** of standards of discipline and lack of interest and concern for actual teaching problems.

10. **CLERICAL BURDENS.** A large part of the teacher's time is consumed in unprofessional tasks. The usefulness of classroom teachers could be enormously increased by providing semi-professional assistance for every teacher. The possibilities along this line are almost unlimited. Professional standards would be safer if personnel holding emergency credentials were required to work under the supervision of fully certificated personnel.

11. **PUBLIC CONSERVATISM.** The idea that schools have become a cross between a playground and a nursery school must be combatted by improved public participation and understanding; at the same time we must remember that the main mission of the school is to educate; the basic curriculum must not be neglected.

12. **TEACHER TRAINING.** Too often the Education Departments in our colleges are not strong divisions.

13. **DIVIDED LOYALTIES.** Political pressures exist which make close cooperation of teachers with the community or school board members sometimes difficult if not impossible, providing a dilemma of divided loyalty that sabotages professional cooperation. Teachers sometimes are afraid to take an active part in community life.

14. **ADMINISTRATIVE LEADERSHIP.** School administrators, regardless of their problems and burden of overwork, must not overlook the need for administrative leadership in the future. Some of them seem to forget they are mortal, and that there is no other source of the values available from their years of experience. (Probably an understandable forgetfulness.) We need a broadening of opportunity for capable leaders and development of a real professional loyalty founded on common purpose and understanding.

15. **TEACHING LOADS,** while they are not a burden to teachers, offer little encouragement to improved planning, variation in method, individual remedial work, and cooperative enrichment. They, thus, vitiate much of the teacher's professional training.

PERUSAL of this list will show many factors that are not universally operative. Some of the items are potentially capable of effecting a selective maldistribution of new teachers that might involve further serious consequences.

Some of the factors, no doubt, have a depressant effect on students con-

(Please Turn To Page 41)

ARITHMETIC METHODS

LEARNING DIVISION BY MULTIPLICATION AND ADDITION

By Herbert A. Sturges, Cibecue Day School, Cibecue, Arizona

MONDAY morning Miss Hill asked the numbers class if anyone had a problem. Margaret told this story: "Saturday morning Father was feeling pretty good, and he knew we 4 children needed some little things which Mother would help us buy at the store.

"So he gave us his coin purse and said each could have a fourth of the money; and if there was some left over to give it to Mother.

"Mother laughed and said, 'I won't get over 3 cents.'

"We counted the money, and there was \$3.18. How much did each of us receive, the 4 children and Mother?"

"Thank you, Margaret, for the interesting problem," Miss Hill said. "Boys and girls," she continued, "you know how to subtract and how to divide in simple cases. But I have shown you how to work a problem like Margaret's without dividing or subtracting. Let's see how many can do it that way. And let's see who can tell how Margaret's mother knew in advance that she would not receive more than three cents."

Margaret herself could work the problem the way Miss Hill had shown the class. Also Jenny and Leo and Ida found they could do it without any division or subtraction. After Jenny had tried at her seat, Miss Hill asked her to work the problem on the blackboard.

This is how Jenny did it. She wrote the problem on the board, 4)\$3.18. In Step 1 she said, "4 times 7" (pointing to the 4 and writing the 7) "are 28" (writing the 28).

Step 1	Step 2	Step 3	Step 4	Step 5
$\begin{array}{r} 7 \\ 4)\$3.18 \\ \underline{28} \end{array}$	$\begin{array}{r} 7 \\ 4)\$3.18 \\ \underline{28} \\ 03 \end{array}$	$\begin{array}{r} 79 \\ 4)\$3.18 \\ \underline{28} \\ 038 \\ \underline{36} \end{array}$	$\begin{array}{r} 79 \\ 4)\$3.18 \\ \underline{28} \\ 038 \\ \underline{36} \\ 02 \end{array}$	$\begin{array}{r} \$0.79 \\ 4)\$3.18 \\ \underline{28} \\ 038 \\ \underline{36} \\ \$0.02 \end{array}$

In Step 2 she drew a line under 28. Then she said, "8 and 3" (pointing to the 8 and writing the 3) "are 11" (writing a little 1 above and in front of the 1 in the problem). Then she said, "1" (pointing to the little 1 she had just written) "and 2" (pointing to the 2) "are 3" (not writing anything or pointing) "and 0" (writing the 0) "are 3" (pointing to the 3 in \$3.18).

In Step 3 Jenny said, "Bring down the 8" (writing it). Then she said, "4 times 9" (writing the 9) "are 36" (writing the 36).

In Step 4 she drew a line under 36. Then she said, "6 and 2" (pointing to 6 and writing 2) "are 8" (pointing to the 8); "3 and 0" (pointing to 3 and writing under it the 0) "are 3" (pointing to the 3 in 38).

Finally, Step 5, Jenny said, "Since we are dividing dollars and cents by a number, we must put in dollars signs in the answer and in the remainder, and we must put in the cents points in the answer and in the remainder." (As she spoke, she wrote in the dollars signs and the cents points.) "So the answer is 79 cents" (pointing to the \$0.79) "and the remainder is 2 cents" (pointing to the \$0.02).

Then Miss Hill asked Margaret if that was the answer they had obtained in dividing the money Saturday morning. "Yes," replied Margaret, "That is the answer we found. So each of us 4 children received 79 cents, and we gave the extra 2 cents to Mother, and the empty coin-purse back to Father."

Miss Hill said, "We all thank Margaret for bringing us the division problem, and Jenny for solving it by multiplication and addition."

AFTER the class had been working for a while on this problem and on some that they found in the numbers book, Leo raised his hand. "What is it, Leo?" inquired Miss Hill. "I think there is a rule," he said, "which explains how Margaret's mother knew beforehand that she wouldn't receive more than three cents in the division of the money in the coin purse."

"What is the rule, Leo?" Miss Hill asked.

Leo replied, "I think the rule is that the remainder cannot be more than one less than the number you divide by. If it is the same as the number you divide by, or more, you can keep on dividing. So it must be at least one less than that number. Since in Margaret's problem you divide by 4, the largest number of cents her mother could

receive would be one cent less than 4 cents, which is 3 cents. Is that right, Miss Hill?"

Yes, Leo, that is correct," was Miss Hill's reply, and she thanked Leo for explaining the rule.

A few days later, after the class had learned how to divide by one-figure numbers, Ida asked, "How do we divide, Miss Hill, when the number we divide by contains more than one figure?"

"That is a good question, Ida," replied Miss Hill. "I think you will find," she continued, "that you can solve those problems also by the multiplication-addition method. The only difference is that it takes more time to experiment and find the figures in the answer." Then she showed them on the blackboard that in such a problem as dividing \$724.09 by 19, they would have to experiment to find some of the figures in the answer. Ida again raised her hand and thanked Miss Hill for her explanation.

Taking the time and effort needed to conquer these new difficulties, the class finally learned how to work all problems in division by the method of multiplication and addition, and gradually acquired the habit of doing it that way.

* * *

Les Miserables, adapted by Mabel Holmes, a book of 350 pages, published by College Entrance Book Company, New York, is one of its series entitled Classics for Enjoyment.

* * *

A NEW COLORSCOPE

G-E Introduces New Colorscope for Classroom Demonstration of Color Mixture Theory

A NEW colorscope, designed to show how primary colors of light can be mixed together in various amounts to produce a certain desired color, has been announced by General Electric Company.

Used in classroom demonstrations, the new instrument enables a lecturer to present a clear and vivid demonstration of the additive method of color-mixture from his lecture-table. With this unit the primary colors used in the additive method can be combined to show all the shades of the visible light spectrum to the audience.

The new colorscope contains light sources which produce the three primary colors — red, green, and blue. Mounted behind a viewing screen in the front of the instrument, the lamps can be individually controlled in intensity by switches which operate like the volume control on a radio. The relative intensities of each of the lamps are indicated by the brightness of the three small lights mounted above the screen. — F. Lowell Garrison.

I Can Laugh Now

Patricia Williams Tarbox, Bakersfield

I WAS young, zealous and fresh out of college, when I obtained my first art teaching-position in an evening high school, teaching two evenings per week at \$4 per evening.

The sight of adults, who had labored all day, now eager beavering for the sake of art, thrilled me.

I was inspired by the indomitable spirit that surged up through the day's ugly money-grubbing, enabling them to work not only diligently, but zestfully, until the janitor evicted them from the school premises long after closing hours.

I was proud of them. Proud to belong to the same genus. Ah, wonderful *Homo sapiens*!

I loved those people. I would have died for them: I almost did. At least my friends complained that I was getting dreadfully thin. Small wonder, for out of my \$4 I bought expensive art-prints, books, and illustrative materials for the class. I also invested in new media, with which I thought the students might enjoy experimenting. And when they became interested in drawing from life, I provided a model whom I paid \$2 per evening.

Many of my daytime hours were devoted to finding models of unusual type. One of these was a young colored fellow. He was very dark, tall, and had the bearing of a victorious warrior. He was a handsome Negroid type and an artist and teacher himself.

He was to pose one hour in work-clothes of shirt and jeans. The second hour he was to wear a costume he himself had designed for an Artists' Ball. It consisted of a headdress made of huge horns from a longhorn steer, metal armbands, and a bright loincloth. Somehow the costume gave him a fierce, primitive, almost ominous look.

The first class-hour went off without event. While the model was in the supply-closet, changing into his exotic costume, and I was deep in discussion regarding the work of the first hour, two babbling high school girls entered the room.

"May I show Margaret the drawing I did in day school?" asked one.

"Of course," I answered, not even

bothering to look at the student, so engrossed was I. Naturally I assumed the drawing was somewhere in the room. Suddenly the air was rent with terrified adolescent female screeches and a weird hysterical laughter. Alas, the drawing in question was in the supply closet!

He Missed the Doorknob

Later the model told me that when he had heard the footsteps approaching the door (which, incidentally, was unlockable) he made a leap for the door-knob, but just missed. Leaping thus, attired only in headdress, no wonder the girls were babbling incoherently and looked as if they might faint.

I'm afraid I wasn't as concerned about

them as I should have been, but my world was crashing with such a din. Would I lose my wonderful job, my eager art-thirsty students, my meagre livelihood?

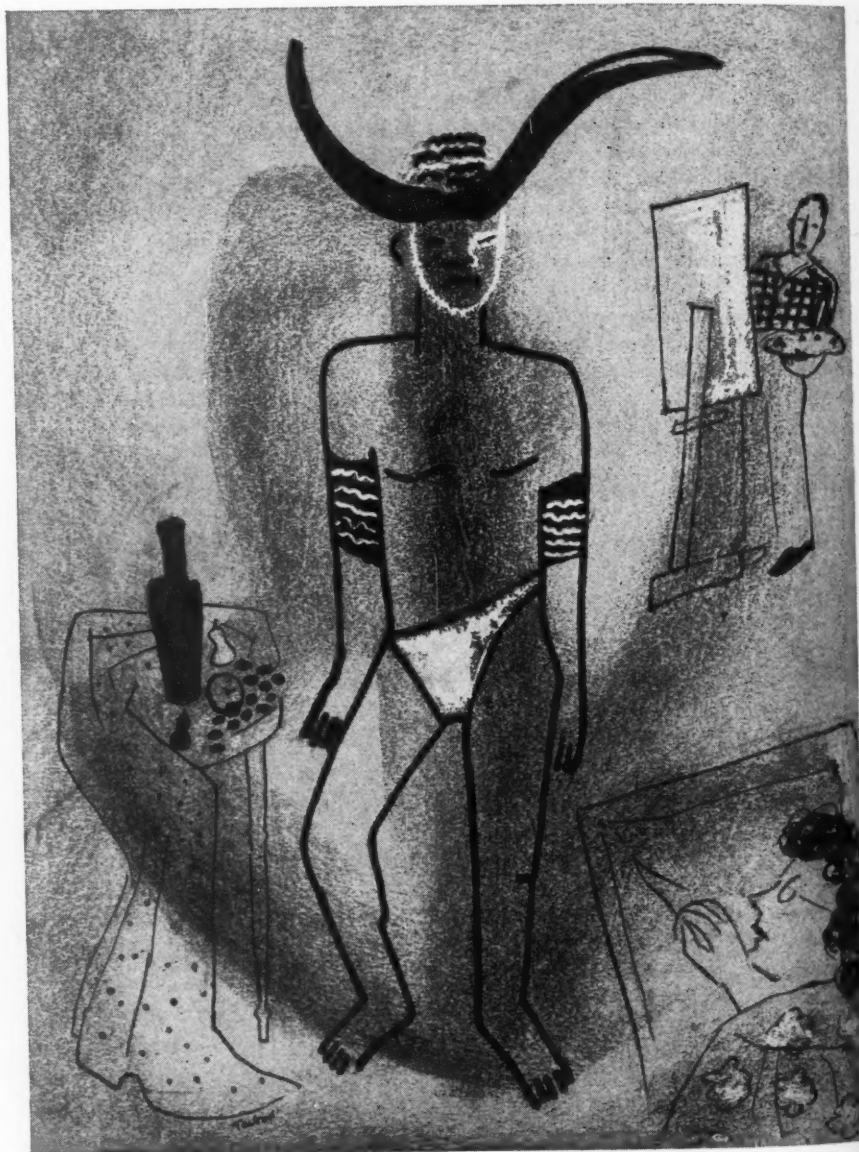
Would I ever be able to find another job? No, surely my certificate would be revoked after a session with the school-board.

STRANGELY enough, none of the imagined dire consequences occurred. I didn't have to leave my wonderful class. Not a word came from the Board nor the PTA.

I've often wondered if the girls told their parents about the incident, or if they literally couldn't believe their own eyes. Perhaps they did tell their parents, and perhaps the parents answered:

"You've said lots of things about your teachers, but aren't you being just a bit silly, dear?" For everyone knows what wild imaginations some adolescents have!

The Victorious Warrior in Our Evening High School



A PLEA FOR BETTER READERS

By Minnie Taylor, Teacher, Lincoln School, Pomona

BECAUSE of more reasons than can be numbered, far too many physically and mentally equipped boys and girls are not liking to read and are not reading.

Feeling an utter helplessness in attempting to help poor readers in the upper grades, I set about trying to find out all I could about teaching children to read.

Asking for any vacancy in lower grades and finally landing in the first grade, taking summer courses and reading many articles, I have come to the following definite conclusions, which have brought about very satisfying and happy results in the 1st and 4th grades and with summer students of all grades and ages.

Good Books

Our new elementary readers (I am speaking especially of the Scott, Foresman and Company, Curriculum Foundation Series because I know them best) could not be better equipment.

1. The stories from the very first story in the first primer contain all the elements of a good story for grown-ups. The pictures, too, are fun.

2. The vocabulary is much more carefully and more gradually introduced than it has ever been before, also the words in the first pre-primer are used and added to in the second book and so on up through the highest reader. This makes it possible to find very easily at what unit or book a child needs to start to strengthen his basic sight word vocabulary. The new words are in the back of each book in the order of their first appearance.

May I illustrate: A little boy beginning 4th grade was not liking his reading. He was checked through the 1st grade vocabulary, then the 2nd grade, and started on the 3rd book, but there he began missing many words, so he was started in the 3rd grade book by not leaving any unit until he knew the new words for that unit by sight. Very soon he was enjoying the stories. By the end of the last quarter, he was reading with his class.

When each child is placed where he belongs and is helped daily with the new

words and review, he will read without mistakes.

1. The groups must be small, not more than six or seven. It is of the utmost importance that each child read silently with the one reading aloud. Having small groups, you can see that this is done. As a child understands that he learns new words by seeing and saying them over and over again, he has a new incentive for watching and reading every word.

Short Periods

2. The reading period must be short, 6 or 7 minutes. In looking over the vocabulary lists in the back of the readers you will find 1, 2 and sometimes 3 or 4 new words to a page. If 6 pages, generally one story, are read a day that may mean 15 new words a day, 75 new words a week, which is a good many for most elementary youngsters. This, then, is the reason for shorter reading periods for each group. The story then is read only once which holds the interest. I have yet to find a story in these books that has not been enjoyed.

3. Each publisher has his own rate of speed with which he introduces new words — because of the stories used. By the 6th grade most of the sight words known by the majority of people have been introduced. But the words used in the grades 1-3 from all the publishers are not the same. A child reading a 1st grade, or even a 3rd or 4th grade book, by one publisher, may not read a 1st grade book by another publisher with the same ease. Words used in one series in the 1st book may not be used in another until the 3rd or 4th book. It is most important, then, for a gradual growth in sight vocabulary to continue with the same series. If time permits, begin as far back as you wish and build up your vocabulary with a second publisher's books.

4. It is especially important, too, for this continued growth in sight vocabulary for each child after he is absent, to be put in the group nearest his own place in his reader. It is necessary then to keep a daily record for each child. It is easy to do this when planned for.

5. It is equally important to have phonetics daily during the vocabulary drill for each group and also at a time set apart for that purpose.

6. Essential, too, is the constant effort on the part of the teacher to see that

individual words and paragraphs are understood.

7. Neither should this becoming acquainted with words be terminated with the primary grades but should be continued through junior high school, high school and even college.

8. The trend of my thinking has been decidedly influenced by the interpretation of reading as given by Dr. Peter L. Spencer of Claremont Colleges, as "a process of making discriminative reactions to any kind of stimuli." If a child's power of discrimination has reached a certain level of refinement when he enters the first grade, he will be capable of making a high score in the reading readiness tests that are given. He is also ready to learn the word symbols which enable him to enjoy wonderful stories ready and waiting for him.

Before those with less power of discrimination can possibly begin to read they will need to be trained, intentionally or by chance, and they will not learn to read easily until they are. This can be done in every activity all during the day. If all those children who test low in our reading readiness tests could be given time to increase their power of discernment as they do in pre-primer classes we would find more happy boys and girls and, may I add, teachers, in the grades above.

IN conclusion:

a, provide training in making "discriminative reactions to all stimuli" for the mentally immature;

b, be alert to vocabulary load;

c, provide drill daily in word recognition, comprehension, phonetics;

d, keep each child progressing as rapidly as he is capable of learning new words and remembering the old ones;

e, provide interesting stories.

I am using small groups in a class of 42 and 2 come in from other rooms for my lowest group. Reading time is also study time for those not reading. Everyone reads every day. This takes about 75 minutes. Better readers hear many of the groups read after I have helped them with new words and reviewed old ones.

I wish you could see the happiness on the faces of those, especially in the lower groups. They know they are gaining in their ability to read. Invariably someone in some group will say, "My! but that was a good story."

* * *

Pride and Prejudice, by Jane Austen, is another Cebco Classics for Enjoyment, adapted and edited for high school use; 284 pages, illustrated; school price \$1.15, published by College Entrance Book Company, 104 Fifth Avenue, New York 11, N.Y.

Among the New Books

Readers of Sierra Educational News are cordially invited to contribute notes and comment

CHILDRENS BOOK WEEK

Laura B. Everett, Oroville

FORMERLY the attractive new illustrated books for little people reached only the children in privileged homes.

Now, through the schools and libraries, they may be enjoyed by all.

The nursery schools could use Peter Opens the Door, the lonely little boy with no playmates, by Roberta Whitehead, and Jacoble Tells the Truth—how he learns to tell it—by Lisl Weil; ages 3-6. Houghton Mifflin; 85 cents.

Don't miss Bumble Bugs and Elephants, by Margaret Wise Brown; Scott; \$1.

First to third grades will love The Dog That Came True, by Darrell Huff. Whitelsey House; \$1.25.

An original little story, Who Blew That Whistle? by Leone Adelson, of the little whistle that wouldn't cooperate and at last learned to, will fit in from the second up; Scott; \$1.25.

Every primary teacher will want to have in her room First Nursery Stories, illustrated by Florence Kent, for the children who have somehow missed Little Red Riding Hood, Goldilocks, or some of the rest. Garden City Publishing Company.

Little River of Gold, by Lucia Patton, the illustrator, in the type children first learn to identify, is a child's story of mining in Colorado; Whitman; \$1.

Yank in Africa and Yank in Sicily are followed by Yank in France, by Mark Bartman, with Diana Thorne's excellent illustrations; Whitman; \$1.25; and the dearly-loved Flicka is Flicka, Ricka, Dicka and a Little Dog, by Maj. Lindman; Whitman; \$1.

Flower Fables tells of the origin of familiar blossoms in fairy lore. Children will love it; stories and pictures are by Zillah Whited; Flower Books (127 W. 28th St., New York 1); \$1.

Keep Singing, Keep Humming, by Margaret Bradford, will appeal to every one; Scott; \$2. The boys will like Fireman Story, by Margaret Wise Brown; Scott; \$1.25.

Keys to Nature's Secrets, by Elizabeth Montgomery; Robert M. McBride; \$2; and Let's Find Out, A Picture Science Book, by Nina and Herman Schneider; Scott; \$1, are much-needed volumes.

So are these to prevent a future "Grapes of Wrath": Trailer Town, by Mary B. Hollister, Friendship Press; \$1; and Jimmie Moves to Bayview, Mabel G. Wagner (or each paper 25 cents). Best of all, Billy Bates (a colored boy), also by Wagner; 50 cents.

* * *

A FEW OF THE NEW BOOKS

Laura B. Everett, Oroville

CALIFORNIA Pageant: The Story of Four Centuries, by Robert Glass Cleland iii; Knopf; \$2.50. Dr. Cleland's delightful California Pageant, issued as one of the new Borzoi books for young people, is so well written that readers younger or older will enjoy it.

Our Neighbors, the Chinese, by Vaughan White; Rinehart & Company; \$2.75. Vaughan White, born in Canton, where her father was a medical missionary; educated at Mount Holyoke and Columbia, considers the Chinese essentially a democratic people, held together by ties of family and clan. Her acquaintance with Chinese leaders enables her to explain many recent events. The book is especially important to readers on this Coast in its insistence that for the sake of world peace we must make the Chinese our neighbors.

The Housatonic, Puritan River, by Chard Powers Smith; iii; pp. 532; Rinehart; \$3. Rivers of America series, now edited by Hervey Allen. There is real charm in the author's account of how the farmers fought to save their woodland river from industrialization.

The famous people who lived or visited in the Housatonic Valley include Jonathan Edwards, Melville, Hawthorne, and many more. Longfellow courted Frances Appleton there, and there in the summer came James Russell Lowell, George William Curtis, Harriet Beecher Stowe, Emerson, and Charles Sumner. There Oliver Wendell Holmes wrote Vision of the Housatonic River. Here's a mine of treasure for American literature classes.

A Pageant of Old Scandinavia, edited by Henry Goddard Leach; pp. 351; Princeton University Press for American-Scandinavian Foundation; \$3.75. A treasure trove of history, mythology and romance up to the fourteenth century. Icelandic is the principal source, though the editor has made use of at least 15 languages. Thor Gets Back His Hammer, Baldr the Beautiful, Hamlet, Prince of Denmark, Leif Eiriksson Discovers America, The Gripsholm, and A Ballad of Tristram are in this valuable collection.

Springs of Hellas and Other Essays, by T. R. Glover, with a memoir; Cambridge University Press, Macmillan Company; \$2.75. Those who heard him lecture at U. C. will hear again his gentle voice as they read, "Is the poet or is the poem of more significance?" He advises great literature; and for those who read everything, as in preparation for writing a history, he quotes, "Let not ambition mock their useful toil."

The Burning Glass and Other Poems, including The Traveler, by Walter de la Mare; Viking Press; \$2.50. One is glad to find new poems by the author of Bells and Grass, Memoirs of a Midget, Peacock Pie, and The Listeners and Other Poems. Who else writes with the exquisite delicacy of Walter de la Mare?

The Big Road, a Narrative Poem, by Norman Rosten; Rinehart & Company; pp. 233; \$2.50. A monumental poem beginning with the Appian Way and the other great roads of the world and going on to the building of the Alcan. The book is supplied with maps and is beautifully designed and printed. Stephen Vincent Benet prophesied what Rosten is now achieving. Boys should be given a chance at The Big Road.

Secret Country, poems translated by Muna Lee. Jorge Carrera Andrade. Macmillan; \$2.50. The poems of the Ecuadorian, "the most eminent living Latin American poet," are a find for the Spanish teacher.

Business Phrases in Six Languages, writing letters in English, Spanish, French, Dutch, German, and Russian. Compiled by Dagobert de Levie. Pitman Publishing Corporation; \$1.75. Teachers and classes will be using this well arranged handbook.

The Humanities and the Common Man: The Democratic Role of the State Universities, by Norman Foerster, University of North Carolina Press, Chapel Hill; \$1.50.

Johnny Appleseed: A Voice in the Wilderness. The Story of the Pioneer, John Chapman. Centennial Tribute, by Harlan Hatcher and Leslie Marshall. (Paper bound.) Swedenborg Press, Patterson 1, New Jersey.

The heartening character of Johnny Appleseed has called forth, we are told,

some 600 tributes, of which 30 or so are given here. Maps of the veritable Chapman's wanderings and interesting accounts of what is known of him give an immense amount of material for use in the grades.

* * *

Williamsburg Calendar

The restored city of Williamsburg, Virginia, is a boon to those who teach our earlier history to young people; to all, in short, who would objectify our Colonial and early Constitutional days. Teachers will like to know of the quaint, attractive, and useful Williamsburg Calendar for Engagements and Almanack for the year 1947, now on sale.

With its heavy cream pages, an inch wider than an ordinary book, ruled for Engagements, Mornings, Afternoons, and Evenings, and illustrated with full-page line drawings, it is a thing of chaste elegance, such as Martha Washington might have used daily with satisfaction. The Calendar for 1947 will be devoted to Patrick Henry, as the one for 1946 was to Thomas Jefferson. Quotations from the Virginia Almanack, the Lover's Almanack and from other eighteenth century sources are some of them admirable for black-board bits. The pages are set together so that each picture is complete for pinning-up. August Dietz, Jr.; Dietz Press, 112 East Cary Street, Richmond 19, Virginia; price, \$1.

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BRITANNICA FILMS HANDBOOK

TO encourage better utilization of instructional motion pictures, Encyclopædia Britannica Films is revising and improving its Teacher's Handbooks for each title in its entire film library.

Planned to provide thorough preparation for teachers and pupils before showing educational pictures, the new handbooks are attractively printed and illustrated with stills from the corresponding Encyclopædia Britannica Films.

Each handbook contains a foreword suggesting the reasons for showing the film, a synopsis of the content and instructions for presenting the picture most effectively. Each also provides a list of suggested classroom activities which can be stimulated by the films and further the objectives of the course of study.

Reading references for both teacher and students are listed, and the script for the film is reprinted in full, with copious footnotes giving supplementary information and cross-references to related Encyclopædia Britannica Films.

Another innovation is the indication of film footage at each point in the script to

At Camp Seeley

SIXTH Annual Fall Training Conference, CTA Southern Section, was held September 27-29, Camp Seeley. It marked an all-time high in careful planning, brilliant program, excellent food and housing, and record attendance. Although 175 were anticipated, the enrollment climbed to 234.

Heartly congratulations to the capable committee in charge, under direction of Robert C. Gillingham, chairman of the Committee on Professional Relations. He and his many helpers rendered outstanding service.

Our severe limitations of space in this issue prevent an extended account of this notable conference. The program-booklet alone comprised 26 mimeographed pages.

There were some 35 program-leaders and speakers; and a rich and diversified program of assemblies, group sessions, recreational features, and informal groups. Four major group leaders were Vera Hawkins, Fred W. Bewley, Mrs. Margaret F. Hill and Ole Lilleland.

Arthur F. Corey, executive secretary of the Southern Section, gave an inspiring address to the open general session on "Professional Pathfinders."

Mr. and Mrs. John L. Hutchinson, as social chairmen, provided many happy features. Wayne F. Bowen was conference registrar and treasurer. Among the special consultants were Robert A. Odell, Carl A. Bowman, Robert McKay and, representing NEA, Dr. Leonard L. Bowman, First Vice-President, and Leland M. Pryor, State Director.

The Southern Section again has scored a major triumph in a successful professional conference.—Ed.

make it easier for teachers to order new sections of film should any portion become damaged.

Many large university and college film libraries are urging the schools they serve to obtain extra copies of the handbooks and keep them in the school libraries. This makes it possible for the teacher to prepare for the showing of the film before it actually arrives at the school.

Most of the new Encyclopædia Britannica Films handbooks are now available, featuring a compact size tailored to pack in the one-reel film container.

* * *

CONQUEST

Heath is issuing a new series, Conquest, by Norvell and Hovious, a reading-literature program for junior high school. Book 1, grade 7, 600 pages, with illustrations in black and white and color, is ready; price \$2. Books 2 and 3, grades 8 and 9, now in press, are also organized around vital reading-centers. The content of the series is scientifically selected, of real merit, and with very high reading-appeal.

* * *

Why Pupils Fail in Reading, a study of causes and remedial treatment, by Helen M. Robinson, director, reading clinics, University of Chicago, an important book of 270 pages, is published by University of Chicago Press; price \$3.

LITERATURE

Macmillan has issued Literature a Series of Anthologies, by Cross and Cross. The 7th book in the series, Heritage of World Literature, may be used either instead of, or in addition to, 3 earlier volumes. Although there are customarily 6 secondary school years, there are purposely 7 books in this series in order to achieve flexibility of application of the individual books.

The organization of materials is chronological, beginning with the literature of the Greeks and Romans and passing through the writers of the Middle Ages, the Renaissance, the "Age of Reason," the Nineteenth Century, to the writers of the present day.

The book does not burden students with a great load of historical notes and critical analyses, but offers only those which are essential to a clear understanding of the status of the author and the setting of the selection. It does not attempt to be encyclopedic.

It presents those authors (in translation) who are or have been prominent in the literature of countries other than America and England, and also American and British writers who have written about those other countries. Thirty-four of the 80 authors represented in the book are contemporary writers.

Heritage of World Literature is a fitting conclusion to an excellent series which embraces grades 7-12.

IN MEMORIAM: EARL G. GRIDLEY

A SYMPOSIUM OF TRIBUTES

A TELEPHONE call early in the morning of Sunday, September 22, 1946, shocked me with the news of the sudden death of Earl Gridley. Because of very recent visits and dealings with him, it did not seem possible. It meant the loss of a very close friend and professional associate.

I knew Earl for many years—first as an Oakland teacher but more intimately in his capacity as Secretary of the Bay Section of California Teachers Association and Director of the Teacher Placement Bureau. These associations make it possible for me to realize what a great loss our organization has suffered. He will be sadly missed at his office and at the many gatherings that he so efficiently managed.

Earl Gridley was a man of high standards who lived up to them. Capable and conscientious, he gave to his work his very best. Kind and courteous, he was admired and respected by all who came in contact with him. He was always willing to assist others.

In character, he was clean and refined. I never heard him make an unkind remark about anyone. His religion was one that he lived in his everyday life.

He told me just recently that he enjoyed his membership in Rotary because it is founded upon friendship, acquaintance and helpfulness to others. It has two mottoes—"Service Above Self" and "He Profits Most Who Serves Best." Earl Gridley was a living exemplification of that philosophy of life.—Walter T. Helms, President, California Teachers Association.

* * *

THE Bay Section, California Teachers Association, in 1922 selected Earl G. Gridley as its executive secretary. At that time Mr. Gridley was head of the commercial department at Fremont High School, Oakland. His position as Secretary was on a part-time basis.

In 1929, following the death of Sam H. Chaney, Manager of the California Teachers Association Placement Division, Mr. Gridley resigned from the Oakland School Department and devoted all of his time and efforts to the CTA work as Placement Manager and Executive Secretary of the Bay Section.

On Sunday, September 22, 1946, Earl Gridley passed away at his Berkeley home. He had attended meetings connected with

Association activities on the previous two days.

Earl Gridley was one of the finest men ever connected with school and Association work in California. He was ever cheerful and cordial and attended to the many details of his combined positions with promptness and care. No duty was too hard, if it concerned California Teachers Association. If he had a fault it consisted in his desire to do more than his full share of the various tasks that presented themselves.

Earl, native of Iowa, was 63 years of age. He grew up in that State and after graduating from college immediately entered teaching. After several years experience, he came to California and accepted a position in the Oakland School Department. There he was universally liked and respected. A grown son Aldus, recently a captain in the United States Army, and a daughter June, now in charge of health service in the Richmond School System, are children of a former marriage. Four years ago, and many years after the death of his first wife, he married Louise Beyer, counsellor at Berkeley High School. She continued her school work and also served for 4 years as NEA Director for California. She assisted Earl in his various activities and for several years has been chairman of CTA's very important Retirement Commit-

Earl G. Gridley



tee. Early this year Governor Warren appointed Mrs. Gridley as a member of the Investment Board of the California Teachers Retirement Fund.

The home life of the Gridleys was ideal. Earl was always happy to have a little time to spend at home and in the garden. It will be hard to fill his place and he will long be missed by his family and almost numberless friends.—Roy W. Cloud.

* * *

THINGS are not going to be the same in the Bay Section Councils for a long time because Earl Gridley has taken his leave.

Everyone of us who knew him over the years will find it hard to accept his loss. No person has labored more zealously in the vineyard of teacher welfare work in the Bay Section than Earl has done over the quarter century of his faithful stewardship.

He brought to his job the requisites of the old-fashioned virtues—acceptance of responsibility, fidelity and an unaffected trust of his fellows—and in all his approaches, at meetings, in conferences, over the telephone, or in casual personal contacts, no one has turned such a consistently cheerful and optimistic face toward his fellow teachers and few indeed will leave the feeling of such a genuine loss, as of a well-lover brother who has passed on. Goodbye, Earl, we'll be missing you.—John F. Brady, Past-President, California Teachers Association.

* * *

MAY I add these few words of tribute to a man who was loved by all who knew him.

Sunday morning, September 22, while enjoying the morning sunshine on the lawn in front of his home in Berkeley, Earl Gridley suffered a heart attack which caused his death.

It has been my good fortune to have known Earl Gridley for about 15 years and to have worked very closely with him for the past ten years.

He was one of the hardest working men connected with the teaching profession I have ever known.

No task was too hard for him to take over nor did he ever complain about lack of time to help anyone, from teacher to superintendent, who went to him seeking the solution of a problem.

When he first took over as Secretary treasurer of the Bay Section Council some 20 years ago the total membership of the Bay Section was but 3,000. Today, due to the untiring efforts of Earl Gridley, the membership is now over 11,500.

Mr. Gridley was outstanding in his civic

work and took part in every phase of community activity. He attended all meetings of the State Council of Education of California Teachers Association and was a member of many important committees.—Richard J. Ryall, Past President, Teachers Association of San Francisco; Vice-President, Bay Section, CTA.

* * *

NEWs of the passing of Earl Gridley came as an avalanche of disaster to the officers of the Classroom Department. It was more than we could understand that such should happen at this time.

The school year just starting, programs laid out and everything ready to go. Earl always helped the Classroom Department in whatever they tried to do. He never failed to give of his time unstintingly to aid us, attend our meetings and assist in every way possible. We could always rely on his help and advice.

The writer, having been closely associated in many ways with Earl for over 15 years, feels a distinct and personal loss of a very tried and true friend.

He was a man of sterling qualities, altruistic, considerate, helpful, thoughtful, accurate in his judgment and unswerving in his loyalty to the highest ideals of life and the teaching profession. The Classroom Department, the California Teachers Association, the teachers of the Bay Section and the Officers of the Executive Board of the Classroom Department grieve greatly over this sudden loss and extend to Mrs. Gridley our heartfelt sympathy. My own personal feeling would be expressed in the thought:

He is gone, he is not here today,
The wildflowers and the violets say,
He's just away.
Just left us for a little while,
Till we have trod our weary mile.

—R. W. Watson, President, Classroom Department, CTA Bay Section.

* * *

THE members of CTA Bay Section have lost a real friend with the death of Mr. Earl G. Gridley, their beloved co-worker and efficient Secretary-Treasurer.

The memory of his loyalty to the teachers and children of California and his devotion to all worthwhile activities in their behalf will linger with us for many years.

Mr. Gridley was an educational leader ever on the alert to seek additional services to render the teachers. He was generous with his time and energy, his wise counseling and advice.

To those of us who were privileged to work closely with Earl Gridley has come a real challenge to work for and carry out his

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CLASSROOM TEACHERS

CTA NORTHERN SECTION, DEPARTMENT OF
CLASSROOM TEACHERS

By Mrs. Edith Armstrong, Capay Union School, Yolo County;
President of the Department

CCLASSROOM Teachers Department of the Northern Section of California Teachers Association held its Fall meeting at the same time the council meeting for the Northern Section was held, at Chico High School on October 12, 1946. One of the goals for which the Department is striving is 100% CTA and NEA membership.

If all teachers would join their professional associations and work together, everything could be obtained that is necessary to advance the profession and to help the individual teacher.

It would not be necessary for teachers to go on strike for pay increase, as they did in Norwalk, Connecticut. It is as unthinkable a situation for teachers to go on strike for better pay as it would be for a doctor to refuse to take care of a patient because he was without funds, or a nurse to refuse to alleviate suffering because of poor pay. Teachers also deal with the human being and they cannot let a child's growth and development stop because the teachers are poorly paid!

Proposition 3

There is a more professional way to get increases of salary—through legislation.

PROPOSITION NO. 3 WILL GIVE ALL TEACHERS IN CALIFORNIA A LIVING SALARY. THIS AMENDMENT IS BOUND TO PASS IF ALL THE TEACHERS GET BEHIND IT AND HELP TO MAKE IT CLEAR TO THE VOTERS THAT OUR TEACHERS MUST BE PAID BETTER SALARIES—IF WE WANT OUR BEST YOUNG PEOPLE TO TAKE UP TEACHING AS A PROFESSION.

Our CTA and NEA will help with the work of getting better salaries for teachers. The NEA is working all the time for Federal aid for the public schools, that all children in America may have equal opportunity for education.

We do not have to resort to the strike and the picket-line to get what we want and know is just and fair for teachers. We must get our rights in a professional manner, through legislation and coopera-

tion of the citizens whose young people we educate.

I found when I attended the NEA convention at Buffalo that the NEA has been active in reinstating teachers who have tenure rights and have been unlawfully dismissed. They have a fund set aside to take care of those cases when they are reported to the NEA. They immediately send a committee of investigation to look into any unjust dismissals and bring the matter before boards of education and the citizens of the communities involved.

The rural teacher still is without tenure protection. During this teacher-shortage crisis, all available teachers, married or single, have been called to the rural schools! If these schools had had better salaries and tenure protection, this crisis in the rural schools could have been minimized.

TEACHERS ARE PEOPLE! THEY LIKE TO FEEL A SENSE OF SECURITY IN THEIR PROFESSION, IN THEIR HOMES, AND IN THEIR COMMUNITIES. THEY ARE WILLING TO KEEP UP PROFESSIONAL GROWTH AND TO BECOME SOCIAL AND SPIRITUAL LEADERS AMONG THE PEOPLE WITH WHOM THEY WORK.

A TEACHER REPRESENTS TO HER COMMUNITY A SOCIAL, MORAL, AND INTELLECTUAL LEADER, WHO IS STRIVING TO MAKE THIS A BETTER WORLD TO LIVE IN.

Mrs. Edith Armstrong



Junior College Education In California

THE CALIFORNIA JUNIOR COLLEGE FEDERATION

Dr. Basil H. Peterson, Director, Glendale College; President of the Federation

THE educational pattern of the United States has been primarily taken from foreign countries. Our nation has contributed relatively little to the basic organizational structure of education. However, there is one exception. America's contribution to the field of education is the junior college. As an educational institution, the junior college was conceived in this country, and today occupies a position in American Education of permanence and of significant accomplishment.

California's Contribution

California as a State has played a leading role in the development of junior college education. In this State, the junior college originated as an outgrowth or extension of the high school, the first college opening its doors in 1910 in conjunction with Fresno High School.

In 1945-46, California leads all other States, having 74 junior colleges, with more than 120,000 students enrolled. The second leading State is Texas with 48 junior colleges.

California has also been outstanding in developing the junior college as a public institution. Sixty public junior colleges operated in California in 1945-46, caring for more than half (61%) of the public junior college enrollment of the entire country.

Our State is entitled to be proud of the leading part she has played in firmly establishing the junior college as a community institution designed to meet the post high school needs of the people.

During the course of the past year, the enrollment in the junior colleges of California has increased more than 100%. With the beginning of the 1946-47 school year all institutions are taxed to capacity in caring for those desiring to secure college training. The junior college has always regarded as one of its greatest assets, the fact that its program is fluid and elastic enough to meet the needs of all. Junior colleges have not lost sight of this asset in endeavoring to care for veterans and others who are now seeking post-high school education.

Purposes

In striving to meet their obligations, the junior colleges of California provide five types of educational opportunities as follows:

1. *Semi-professional training* leading to employment in two years or less after finishing high school.
2. *Pre-professional education* leading to transfer to a university or four-year college with junior or upper division standing.
3. Opportunity to *remove high school deficiencies* and gain entrance to a university.
4. *General and cultural education* in a wide variety of fields is available.
5. Training is offered to *qualify war veterans* for high school graduation, for entering industry, or for advanced study in a university.

California Federation

In order to promote the general welfare of junior college education, the Northern, Central and Southern Associations of California Junior Colleges created the State Federation.

The California Junior College Federation has 8 aims:

1. To develop and promote desirable administrative policies and practices.
2. To represent the junior colleges in relations with other organizational agencies.
3. To promote desirable legislation.
4. To encourage the development of adequate offerings and instructional practices.
5. To enable junior colleges to assume their rightful position in modern education.
6. To cooperate with all levels of education.
7. To encourage research and study of junior college problems.
8. To collect and disseminate pertinent information among members of the Federation.

Year's Accomplishments

DURING the past year the Federation has been concerned primarily with the following problems:

1. *Coordination of Terminal or Semi-Professional Curricula in State Colleges and Junior Colleges.*

The Junior College Conference Committee working in conjunction with the State College Presidents agreed that terminal or semi-professional work completed with cred-

itable scholarship in junior colleges would be recognized upon transfer to State Colleges and full credit would be granted toward the bachelor's degree.

2. *Accreditation of Technical Institute Curricula.*

After considerable study and discussion the Federation voted unanimously in December of 1945 to accept on an experimental basis the technical institute plan of accreditation sponsored by the Engineers Council for Professional Development. This action was taken by the Federation in order that higher standards may be developed and more recognition may be given to those curricula of technical institute type offered by junior colleges which lie between professional engineering and trade training.

3. *Junior College Standards.*

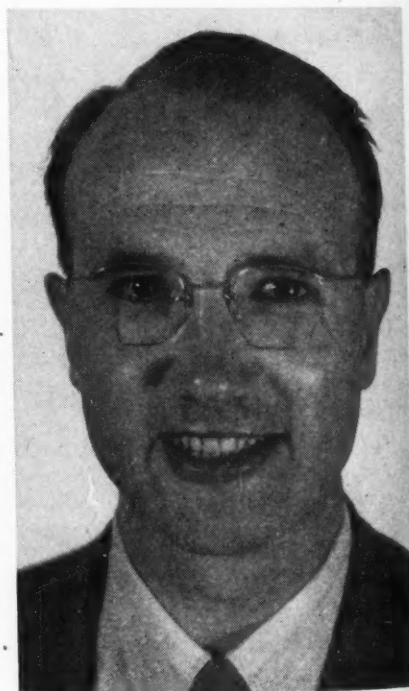
According to law in California, "No junior college district shall receive any apportionment from the State Junior College Fund for any junior college which has failed for 3 consecutive years to comply with the standards prescribed by the State Board of Education for accredited junior colleges." (Section 7205.)

Upon the invitation of the State Department of Education the Federation appointed a committee to formulate and clearly define minimum standards for junior college accreditation. After 2 years of study the committee submitted a set of standards to the Federation in December, 1945, which was approved on a tentative basis and transmitted to the State Department of Education.

4. *An Adequate Junior College Program.*

*Part of the last annual fall meeting of the Federation was devoted to a considera-

Dr. Basil H. Peterson



tion of what constitutes an adequate junior college program. Dr. Malcolm S. MacLean, professor of education, UCLA, gave the leading address on this topic.¹ According to him, an adequate junior college program embodies the following features:

- a. A complete personnel program involving all phases of guidance.
- b. A staff of instructors and administrators able and willing to keep abreast of the times.
- c. An educational program (vocational, academic, social) geared to meet the needs of youth regardless of all else.
- d. An instructional program designed to enrich the personal life of students—a program which will qualify for better use of leisure time.
- e. Instruction in marriage, home and family life.
- f. Training for world citizenship.
- g. An educational program which develops in youth a deep conviction that citizenship carries with it not only rights and privileges, but also duties and responsibilities.

5. Financial Support for Education in California.

The need for increased State Aid for education in California was recognized by the Federation when it voted unanimously at its April, 1946 meeting to support Constitutional Amendment 3, sponsored by California Teachers Association.

6. Vocational Education.

The Federation recognizes the need for strengthening and integrating with high schools the vocational education program of California junior colleges. In April 1946, recommendation was made to the State Department of Education that a State-wide committee, composed of representatives from the State Department of Education, junior colleges, business and industry, labor, and high schools, be established to determine the responsibility of junior colleges for providing vocational education.

7. General Education.

Like most of the other levels of education, the junior colleges of California have been giving considerable attention to the study of "general education." A Federation committee is now at work formulating a proposed junior college program of general education.

The Future

MANY problems of junior college education remain yet to be solved. The Federation will continue to search for solu-

tions. During the current year, in addition to continued work on the problems of vocational and general education, the Federation will be formulating a bulletin on Opportunities in California Junior Colleges.

Consideration will also be given to athletics, to a program of public relations, and to developing a more adequate basis for financing junior colleges. The Federation is anxious to cooperate with all levels of education through a united effort toward establishing and operating the best of educational program for all of the people of California.

* * *

A worthy handbook on the new world organization, by Louis Dolivet, is entitled *The United Nations*, 152 pages, paper covers, price \$1.75, published by Farrar, Strauss and Company, 580 Fifth Avenue, New York 19, N.Y.

Great Names in American History

Great Names in American History by Gilmartin and Skehan; published by Laidlaw Brothers; 1946; pp. 384; illustrations 133; price \$1.28.

John G. Gilmartin, superintendent, and Anna M. Skehan, principal, Waterbury Public Schools, Connecticut, are co-authors of this general background for the study of American history in the middle grades. Biographies of great men, ranging from Columbus to Roosevelt, are arranged in 6 sequential units covering discoverers, founding fathers, leaders of the westward expansion, heroes of the War between the States, inventors, and world leaders. Illustrations are numerous, many in 4 colors, and classical art masterpieces are used as well as photographs and drawings.

OPEN LETTER TO CALIFORNIA ENGLISH TEACHERS:

By John R. Edwards, Garfield Junior High School, Berkeley

FOR say 10 years of my 25 as a teacher, I have been asked to teach the subject "English."

It ALWAYS included "grammar."

There has been much discussion about just what and how much grammar should be attempted in specific grades. Whatever you decide upon SHOULD be taught.

There is one case where the teacher's attempts to TEACH the rules and explain the principles should be tested. The conscientious need not fear and the others should be penalized. The workers get no more pay and should be free of the irksome problem of teaching "adverbs" before proceeding with the item called for in the course-of-study at that point, "adverb clause."

As a parent and friend of other children, I have repeatedly been asked to explain or help with home-work calling for grammar exercises where the regular teacher has given little or NO explanation or advice.

It was my fun to look at and use many grammar texts, but I cannot remember one that with its silent page and printed word can "explain" or make clear most of the material involved.

Take for example the problem of correct use of case. This can be explained and taught by use of a diagram of personal pronouns on the board. Then give some samples for home-work. However, to assign text-exercises, expecting the text to explain what is wanted, is an unreasonable struggle to the too-few conscientious pupils and, probably, their interested parents.

Of course, we cannot expect to require teachers to maintain children in school at the same time that they are teaching. We have even heard the cry against marriage and family for the teacher in harness. For the fair treatment of children and understanding of what and how to assign home-work, the teacher who is at the same time an active parent of school children has a BIG natural advantage.

Let me leave the question to fellow-teachers far and wide. Let teachers professionally consider subject-matter and methods with special attention to "grammar." Come to a decision, let it be known and then ABIDE by it.

It might not be amiss to bring in fair-minded, interested laymen who face children at HOME with their lessons and properly reform the assignment and classroom preparation REQUIRED for satisfactory and well-needed "home-work."

It is a lazy man's "ignorant" solution and postponement of the pupils difficulties to solve the problem, as is done some places, by banning home-work.

1. Dr. MacLean's address was published in April 1946 issue of *Journal of American Association of Collegiate Registrars*.

California School People

In this issue is continued the series of life sketches of representative California school people, begun in the September issue.

FRANK M. WRIGHT

Life Sketch at request of SEN

FRANK M. WRIGHT, superintendent, El Monte school district, in Los Angeles County, and chairman, CTA State Committee on Proposition 3, was born in Littleton, Colorado, a small town east of Denver.

As a small boy he moved to Ontario, Canada, and later to Iowa. In 1904 his family moved to Imperial Valley, where he attended school and finished in Imperial High School. He received his AB degree from Whittier College in 1916.

He spent 3 years in the Imperial Valley, operating a dairy and stock ranch. In 1920 he received his secondary credential from University of Southern California. He entered the teaching profession in Santa Paula in the fall of 1920, where he taught science and physical education for 3 years.

In 1923 he went to El Monte union high school in a similar capacity and left that position in 1925 to assume the district superintendency of El Monte school district. He is beginning his 22nd year in that position.

In 1930 Mr. Wright completed his work at University of Southern California for a Masters Degree in Education. He has been a member of the State Council of California Teachers Association for the past 12 years and is now serving as chairman of the State Finance Committee.

During the past several years he has been quite active in teacher association work, particularly from the view-point of finance and administration. He was actively connected with the passage of Proposition 9 and is now serving as State Chairman for the passage of Proposition 3.

He has served as secretary and president of Los Angeles County Administrators and Supervisors Association, vice-president and president of California Association of School Superintendents, and is now a member of Superintendents Administrative Policies Commission.

He has served as president of the local Chamber of Commerce, Lion's Club, Master of Masonic Lodge, and is now Inspector of the 93rd District. He served as instructor in the department of education at Stanford University this past summer, in the field of school administration.

ARTHUR L. PURSELL

Life Sketch at request of SEN

BORN at Waukena, Tulare County, November 26, 1890, first-born of Frank U. Pursell, also born in California.

Went through grammar school in a one-room country school in Artesia district, now a part of Waukena elementary school district.

Attended high school in Tulare, finishing the 4 years of high school work in the spring of 1909. The summer and fall of that year were spent in working at well-drilling, to accumulate funds with which to finance the beginnings of a university education.

Entered University of California at Berkeley in January, 1910, where he matriculated in the College of Engineering for the next three semesters. Family fortunes led him to Southern California the winter of 1911. He entered Los Angeles State Normal School in the fall of 1912 and received his diploma granting him the right to teach any school in the elementary field in California if the trustees thereof were willing.

However, the first school was not destined to be a California assignment, for the first call came from Arizona. The school year of 1914-1915 was spent teaching a 6th grade in Florence grammar school in Pinal County, Arizona.

Returning to California the summer of 1915 he tried his hand at sundry assignments other than teaching and in 1917 was one of the first chosen in the Selective Service Draft for World War 1.

In September of that year he was sent to Camp Lewis in Washington, where he spent the next 10 months preparing to take part in the battle to oust the Kaiser. First action in France was at St. Mihiel, followed by the initiation of the Argonne drive, after which he finished in the Ypres-Lys sector of the Belgium drive.

He was discharged at San Diego in May, 1919, and returned to Tulare County, where he taught school that winter at Surprise, a one-room country school. This was a unique experience, for all grades were represented; the first and only attempt at caring for the educational needs of 8 grades of children at the same time.

The next two years Mr. Pursell spent at Buena Vista, Tulare County, as principal

of the school and teacher of the 7th and 8th grades.

In 1922 he was invited to take the principalship of Central school in Tulare City; 6th-8th grade pupils of the district attended this school. Sixteen years were spent at this post, when a new plant was built to house just 7th and 8th graders and he was assigned the principalship of the new school, where he spent the next 7 years.

In 1945 he was assigned the principalship of Wilson school in the same district, where he now directs the destinies of the younger set of that department.

On June 8, 1921, he married Delia Peterson, whom he met at University of California Berkeley campus the summer of 1920. While attending the summer session he came down with a hard case of the measles. It was during this illness that he met Miss Peterson, who was one of his nurses at the infirmary.

They have one child, a son, who became an accomplished musician, now in the Army at Bolling Field in Washington, D. C., as a member of Army Air Force Band, arranger and composer.

A. L. Pursell is an alumnus of University of California, Berkeley, and Fresno State College. He helped organize and was first president of Tulare County Elementary School Principals Association and was one of the early presidents of Central Section of California Elementary School Principals.

Mr. Pursell is a past-president of CTA Tulare County Unit and has served as Central Section representative from Tulare County. At the present date he is vice-president of CTA Central Section.

Special interests have been in the field of music and astronomy. He played the clarinet for years, for the most part for the pleasure of playing, and has built a number of reflecting telescopes, the largest of which, a 10-inch Newtonian reflector, is mounted in an observatory near Tulare, where it is used as an adjunct to the scientific education of the children and adults of that region. The observatory was founded in 1936. Many hundreds of interested persons have spent evenings there viewing the stars.

This current term is the 29th year of school experience, and the beginning of the 25th year in Tulare City school system.

GLENN WALDNER

Life Sketch at request of SEN

GLENN WALDNER, principal, Rio Dell Elementary School, Humboldt County, is immediate past vice-president of CTA North Coast Section and treasurer, North

Coast Section of the Elementary Principals Association.

He was born in Eureka and attended school in that city. After graduating from high school he attended Humboldt State College, graduating in 1933 with an AB in social science. He did not then desire to follow teaching, so did not obtain his credentials at that time.

After graduating he found that his degree meant nothing where getting a job was concerned. Jobs were scarce because of the reaction from the depression. He finally secured employment as a service-station attendant for a large oil company.

During this time he married and became the father of a daughter. After 4 years he took a personal inventory of his interests, abilities, and future possibilities, which led him to decide on the teaching field. Toward this end he returned to Humboldt State College for a year and received his elementary and junior high school credentials in 1939.

Mr. Waldner's first teaching experience was in an 8-grade, one-room school at Dyerville. After 2 years he moved to Mendocino, as principal of Mendocino union elementary school. This was during World War 2; he worked in a local lumber-mill during his free-time.

He attended summer schools at Humboldt State, San Francisco State, and University of California, receiving his administrative credential in 1943. He returned to Humboldt in 1945 to become principal of Rio Dell elementary school, the position which he now holds.

Mr. Waldner served as a vice-president of CTA North Coast Section during the recent war years.

He has made it a practice to get first-hand knowledge of as many different types of jobs as possible, during these times when jobs are easy to get. He figures that many of the children he teaches will go into similar kinds of work and it is to his advantage to have advance knowledge of the things they will be expected to know. Among the jobs he has held are: bus-driver, service-station attendant, dairy worker, construction gangs, survey-crew helper, and 11 different kinds of jobs in redwood mills.

For hobbies he likes gardening. During the winter he prefers to work on a marionette show that he has developed with the aid of his wife. The show is of a variety type and includes 15 different marionettes and a portable stage. This hobby had its beginning at a Christmas program in his first school.

His family includes his wife, Helen, whom he met in college; 3 daughters, Judith, Janet, and Joan; and one son, James; ages, from 10 years down to 4 months.

GENEVRA DAVIS

Life Sketch Requested by SEN

Genevra Davis was born in Seattle, Washington. She is of Scotch-Irish, Welsh, French and Holland Dutch ancestry. Her ancestors, lawyers in England and farmers in Wales, upon migration to America were strong in the defense of democracy, serving under Washington and in all wars of the USA. As judges, lawyers, doctors, teachers, nurses and farmers, they have clung tenaciously to service for and love of country.

Mrs. Davis lived on a ranch in Idaho and owns a ranch in Oregon. She used to enjoy hunting to keep the family in food until she saw the film Sequoia; such is the power of visual education.

Her hobbies are nature-study and swimming. Her major interest is improving educational and civic conditions for children and citizens. She can't help wondering if more coordination among public-spirited groups might not bring better results than in England and Russia, where they claim better care for their children in their school-lunch programs and some phases of education. She believes United States can lead in good government. We should read the bills and acquaint ourselves with the voting record of our legislators to the end that federal aid for education be secured, that water and cheap power be provided so as to get veterans and others back on the farm in order to provide food for those in the city. Legislators who vote for a measure, but remove the appropriations which make it possible, should be eliminated.

She hopes that CTA, in its new program, will emphasize the conservation of human resources.

Education: High School, South Pasadena, and Albion, Idaho. Graduate, Fredonia State Normal, New York. College Work, Columbia University, UCLA, and USC. Bachelor's Degree, Occidental College. Graduate Work, USC.

Teaching Experience and Government Work: Elementary, high school teacher, and physical education supervisor in New York State. Supervisor of Navy Files, Washington, DC. Elementary teacher, Washington, DC, 5 years. Elementary teacher, Los Angeles, last 22 years. At present, teacher, Belvedere Elementary School.

Organization Experience: Member of Los Angeles Elementary Teachers Club, 1st Vice-President and Legislative Chairman of LAETC, and Legal Chairman for 10 years; member CTA, 19 years, 1927-1946; member NEA about 20 years; active on Affiliated Teachers Organizations of Los Angeles Legislative Committee, 1933-1946, and chairman one year; member

CTA Southern Section, 1936-1946; member CTA State Council, 1932-34, 1938-46; member CTA State Tenure Committee, 1939-46; member CTA State Certification Committee, 1939-44; Legislative Chairman, LAETC, 1933-35; elected Secretary, ATOLA, 1934-35; member or alternate, ATOLA Council, 1930-44; Vice-President and later President, CTA Southern Section Classroom Teachers Department, 1938-40; Vice-President and President, CTA Southern Section, 1943-44; Chairman, Personnel Committee, CTA Southern Section.

Affiliations: Order Eastern Star; Delta Kappa Gamma; Business and Professional Womens Club, League of Women Voters of Los Angeles; President, Elementary Teachers Business and Professional Womens Club of Los Angeles, 1945-46.

* * *

ERNEST K. BRAMBLETT

Life Sketch requested by SEN

Ernest K. Bramblett, known to his many friends and associates in California education as "Ernie," was born in Fresno, and had his early education in the Fresno public schools. After graduating from high school with outstanding honors, he took a short pre-legal course at Stanford University, then returned to Fresno for a course at the State College.

Completing this course, he returned to Stanford and received his AB in 1925 in economics, with a minor in law and sociology. Then began his business career in the banking and insurance business at Lindsay; later he went into a Fresno insurance firm. Insurance, however, didn't hold him long, because he transferred to the automobile business as an executive manager.

In 1928 Ernie decided to resume his studies and returned to Stanford. He completed 2 years of graduate work in a year, majoring in education. Then he entered the field of education in 1929, going to Pacific Grove as head of the high school commercial department. In 1932 he took charge of adult education in Monterey County, and served until 1942, when he was advanced to the post of co-ordinator of Monterey County Schools.

Mr. Bramblett married Lois Bowker of Lindsay in 1924. They have three children, Chester, 21, now a student at Notre Dame University, after serving 3 years in the Navy; Ernest Jr., 10, and George, 9, both of whom are attending public school in Pacific Grove.

Mr. Bramblett is Phi Delta Kappa, member of the Shrine, Knights Templar, Moose, Rotary, and California State Teachers Association, which Association he has served

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Sample Teaching Experiences

MAY I VERBALLY PAINT PICTURES?

Jane Caragan, Kindergarten Teacher, San Diego

SIX times one makes 6 years of teaching. Teaching in a little rural town, a small city, the slum area of a large industrial center, and finally in the "heaven-on-earth" city, San Diego.

By this time I had had the opportunity of meeting a cross-section of the American people . . . people representing many nationalities, and providing many home-backgrounds for their children. As one goes along, he meets the negligent as well as the enthusiastic parent.

We teachers of small children face a real challenge. In every schoolroom we find children whose behavior is perplexing, and whose personalities show signs of maladjustment. To help these maladjusted children, and to guide the others more wisely, a teacher needs first-hand information about each child.

Have you ever visited the homes of all your children? You might say, "But I don't have to visit them." Of course you do if a complete job of teaching is done.

I admit that it takes time, friendliness, energy, extra vim, patience,—and shoe-leather (precious shoe-leather)! Is that too hard?

Now may I describe experiences in two communities—both considerably changed by and during the war.

Slum Area School

The slum area school should have presented a challenge to the teacher, administrative staff and community. But it did not! As a survey there stated, "This school is practically the only public service agency available to a large population of underprivileged children. . . . The district had intolerable housing, garbage-cans overflowing into the streets and sidewalks, homes intermingled with stores and taverns, and only streets available for playgrounds . . .".

The school was wooden and filthy. Children and teachers were cold during most of the year, due to an improperly installed heating-system. Many of the boys and girls, poorly clothed to begin with, had the added torture of being chilled.

Their playground was composed of sharp clinkers and broken glass. Not a day passed without children being painfully cut from falls on this material.

We had no Parent-Teacher Association.

No attempt was made to meet with small groups of these parents. They really had much to offer, due to their many nationalities, and we had an educational background which would aid them. We did nothing about it!

It is a philosophy of mine that visiting homes can bring great rewards—rewards of friendship, cooperative, happy, teacher-parent relationships.

Having visited homes in previous years, I was more than anxious to see these slum area homes and to try and help parents living under near-primitive situations.

Following the procedure used elsewhere, I sent a note home with the child, asking if it would be convenient for the parent to have me visit on a particular day. In many homes English was used rarely, but we seemed to manage in settling our problems. They were courteous, friendly, and anxious to help—after they saw that "the teacher" was human and wanted to help their children.

They really had little incentive for sending their children to school. Facilities in their home for washing and keeping clean were meager. There were very few windows for letting in much-needed sunshine. Their homes were crowded, stuffy, and so unattractive. Many times, when going to their second-floor hovels, I wondered if the stairs would support me.

As a result of these woeful home facilities huge numbers of children had head lice and ringworm. Let me tell of one example:

"Elpidia was a filthy little girl when she first arrived in our kindergarten. After visiting the home I knew we would have to help her. Her arms were covered with large skin sores due to the filth of her home.

"Our first step was sending her to the lavatory every day to scrub—and I mean scrub with hot water and soap. We never worried if it took 15-30 minutes.

"The result was most remarkable. The sores began to disappear. At times the mother helped us by sending Elpidia quite clean. We were gradually educating a parent as well as the child.

"The children were so happy when Elpidia came to school looking clean. The added attention and continuous scrubbing made her a very happy child. Perhaps this help in school will carry over into a home where smaller children are growing up."

Housing-Project School

My other verbal picture tells of a school in a fairly new housing-project. Both of these schools were in cities suddenly upset by the war. This meant new adjustments on all sides.

This school is carefully guided by a most understanding woman principal. It is the friendliest school one would care to teach in. We began the year by having a tea after our first faculty meeting. What better way to make for good fellowship?

In the beginning of the year I, too, had to become acquainted with school procedures. For this reason my visiting of homes was put off until early in the spring.

I hope it has been your privilege to have a 5-year-old come back to school and take you to his home. You are likely to go down and through canyons, over piles of dirt, through other people's yards, under clotheslines, in back doors, and in front doors. But always to find the same warm and hospitable greeting.

The usual procedure is sending a note, several days before the visit, asking if I might come. Mothers have dates, meetings, and schedules, too, and they may wish to invite you at another time.

So many times they have delightfully surprised me by serving tea or coffee, with a "brownie" perhaps. They, too, want to break down the formality that may exist when a teacher "comes to visit."

Teachers rarely visit children's homes, and when they do, it sometimes is primarily about Johnny's problems. One mother had worried, after receiving the note, because she couldn't imagine what Vernon had done. She told me that everything had entered her mind—except the fact that it could be a friendly visit. And it was!

Completing the Picture

Surprisingly enough, you find many, many little details of home life that complete the picture of a particular child. L. pouts at home, but never does in school; J. lies to his mother at home, but it has not occurred in school; P. mother is high-strung and nervous when speaking to him; J. mother quiets her and then speaks; G. has a big stepbrother who is 16 years old; S. parents buy her many types of books, for present and future use.

As mothers and fathers get acquainted with a teacher, they feel more willing to ask her help in solving their child's problems. They begin to send notes asking particular aid because they remember that she is "human." Often a teacher's praise will cause a child to brush his teeth, bring a handkerchief, hurry in eating breakfast.

You discover parents' talents, too. S.

father makes all of his toys and they are really special; B. father is an artist and has won prizes in New York City; J. mother can make sweet potatoes grow with a magic touch; C. mother likes to sew doll clothes.

One mother said, "Now that I have had this pleasant visit, I'm going to invite John's teacher, too — if she will come."

I GUESS THAT WAS A NECESSARY ADDITION, BECAUSE MANY OF US ARE REALLY NEGLIGENT, AND A LITTLE LAZY, IN GIVING OF OUR EXTRA TIME TO VISIT HOMES. TRY IT SOMETIME. IT IS FUN!

* * *

THREE POEMS

By Nina Willis Walter, Teacher,
Franklin High School, Los Angeles

SILVER CANOE

THERE is a slim little sliver of moon
In the early morning sky,
Sailing along like a silver canoe,
Up where the crimson clouds fly.

Little canoe, hurry on to the West;
Here comes the golden sun.
Soon your bright billows will scatter and
fade,
For the white day has begun.

* * *

UNCURLING ROSES

Youth is
As sweet and fresh
As roses wet by rain,
Later uncurling in the sun
Of love.

* * *

PAGEANT OF SUNSET

NIGHT entices Sun away;
Sun creeps down the West.
With a sigh the weary Day
Drapes herself for rest.
Golden hair tossed on the skies.
Under blue silk cover,
Day is closing sleepy eyes,
While dark shadows hover,
And about her lovely head
Twilight's crimson banners spread.

* * *

Toward Mental Health, by Thorman, 32 pages illustrated, is Public Affairs Pamphlet No. 120; price 10c. Address Public Affairs Committee, 22 East 38th Street, New York 16, NY. It is an excellent, sound, modern statement.

NOVEMBER 1946

An overwhelming YES vote on Proposition 3 is the best California preparation for American Education Week

HONORED JUNIOR COLLEGES

By Mozelle Milliken, Instructor,
San Francisco Junior College

CALIFORNIA schools rate high among the nation's educational institutions, according to a poll, results of which were published in the October 1 issue of Look magazine.

Under the heading Honor Roll of American Public Schools, the magazine lists 100 institutions, classified as city school systems, county and rural school systems, high schools, junior colleges and State universities.

Of 14 junior colleges named, 5 are in California. They are Los Angeles City College and Pasadena, Pomona, Sacramento

and San Francisco Junior Colleges. Listings are alphabetical by States and are not comparative. City school systems of Berkeley, Los Angeles, Oakland, Pasadena, and Santa Barbara, and 5 individual high schools located respectively in Los Angeles, Santa Barbara, Oakland and Long Beach, are included in the roll.

According to editors of Look, the poll was taken among State superintendents and other prominent educators of the country. Basis for selection was the manner in which schools have met the changing needs of Education in a modern world.

An article by Harlan Logan appears in the issue, under the title The Hope of American Education. Illustrations include those from photographs taken at Pasadena Junior College.

THE WINGED HORSE

By Mrs. Edna Cook, 6th Grade Teacher, Wilson School, San Bernardino

STOPPING one morning to chat for a moment with our 5th grade teacher, I noticed a copy of a song her class had just completed. Immediately, I was reminded that we had not tried one as yet this year, and, completely inspired, I told Mrs. Hosea of my plans and hurried back to my room.

It was language time, and so when I suggested to the class that this was much too lovely a morning to struggle with "lie" and "lay," "see" and "saw," and asked them how they would like to compose a song entirely our own, they were delighted.

Of course, a song must have words, so we decided to write them first. I did not limit them to subject-matter, and we had a wide variety of material from which to choose.

At the time, we were studying the contributions made by the Early Grecians to Communication, and I had given them a rather full background of Greek mythology.

Combined with that is the fact that Delores Wilson, one of my very talented students, is interested in anything that is spelled "horse." She draws them with a truly superior talent, so, of course, Pegasus was very popular with her.

I allowed the class approximately 30 minutes to write. Then each child read his or her verse, and the class voted on the best. Delores' "Winged Horse" was the victor. Incidentally, it appears exactly as first written by her.

While they collected the papers, I copied the verse on the board. Being a firm believer in "striking while the iron is hot," I had the class carry on from there. It was now time for melody. Individuals tried the first line, and when we heard one we liked, I repeated it, the class did likewise, and then I jotted it on the board. Each line was done in the same manner.

Several changes were made in the endings, whereupon we sang it over several times until we knew it. Later, I used a piano to check as I wrote it on music paper.

Several days later, one of my girls suggested we needed a descant for our song. (This class loves descants!) The same girl suggested the "flying" for the first two lines, though it took us several days to fit it to the song. The sopranos tried it, I tried it, they tried it individually, and finally we had it as it is now written. The

WINGED HORSE

An Original Melody with Descant for Unchanged Voices

Words by
Delores Wilson

Melody by 6th Grade Class
Wilson School, San Bernardino
Mrs. Edna Cook, Teacher

Descant

Fly-- ing!

I'm a great winged horse, and I fly thru the air, I'm a

Fly-- ing! I---

wild white steed with-- long flow-ing hair. I---

fly thru the air with my beau-ti-ful wings,

Truly

And I'm King of all the Kings!

I'm a great horse,

third line was simple, and we liked the close harmony of it. (Several of the songs we had learned were written that way.) The last measure was completed by Marguerita Owings, who worked it out on her piano at home, and brought it in for the approval of the class. They thought it was just right.

Thus, our "Winged Horse" was completed. No music lesson is now complete

without it, and when our music supervisor, Mr. Landon, visited us, and approved, the class beamed with pride.

THUS, teacher-inspiration became class-inspiration, with language, spelling, and music combined to form what I feel is a truly worthwhile project, both from the standpoint of curriculum material and individual expression.

BUILDING BETTER ENGLISH

THESE ARE OUR POEMS

Elizabeth Coppin, Teacher, 4th Grade, Marshall School, Sacramento

POETRY is lots of fun. Perhaps it is even more fun for the teacher than for the pupils. Certainly the 4th grade pupils of Marshall School enjoyed their poetry project and got a great deal of satisfaction from it.

The project "just grew" from a unit on poetry in the English book, *Building Better English Day by Day*. Children love to read poems, and we read the poems out loud, — sometimes 4 or 5 times. We discovered that it was very easy to memorize a poem after we'd heard it a few times.

We found out that words had rhythm. We discovered what a stanza was. We copied poems, and finished writing lines for the poems that were not completed in the book. Then we decided it might be fun to write our own poems.

The teacher borrowed collections of poetry from the library, and after reading some of the poems aloud, the class discussed them.

About what subjects were poems written? What sorts of words were used? What things in and around the room would be good subjects for poems?

Our list on the blackboard included such items as the piano, the flag, the flowers, the maps, the Easter decorations. So our ideas were stimulated and our pencils worked. You can imagine the thrill of discovering results such as these:

A Marchy Poem

Susan MacNicholl, H.4; age 10 yrs.

A lion and lamb went out to play
One Marchy, windy, blowy day.
The lion said to the lamby gay,
"What a wonderful, Marchy, windy day."

The lamby sighed and shook his head.
"I'll take the end of March instead."

Flowers

Gayle Johnson, L.4; age 8 yrs.

See the pretty flowers,
Dancing all in glee.
Happy little flowers
Come to you and me.

Everybody likes them.
They put them in a vase.
Everybody feels them.
They feel like lace.

It was not all easy writing. Some of us ran into trouble. Eloise had a hard time with the white of the flag being pure. So we took an extra day for our poems and then read the results. Of course, everyone wanted to read his poem. We heard:

The Flag

Eloise Morrell, L.4; age 8 yrs.

The flag has colors
Red, white, and blue,
And each color
Says something true.

Red means brave,
White means pure,
Blue means true,
Of that I'm sure.

The Sky

Marlene Crosson, L.4; age 9 yrs.

The sky is red,
The sky is blue,
The sky is watching
Over you.

The Trees

Gerald Sampo, H.4; age 9 yrs.

The trees are dry
And some are sly,
And when I fall out of the tree I hit
With a pound
On the ground.

Because quite a few members of the class had had trouble with rhythm, we took

part of a lesson to discuss the louds and softs of words. Mary Lou offered us a first line — "My flowers are yellow" — and one of the boys gave us this poem:

My Flowers

Edward B. Viau, L.4; age 9 yrs.

My flowers are yellow,
And some are blue.
The stems are green,
And wet with dew.

They grow in the meadow.
They grow in the grass.
They look so pretty
As people pass.

Eloise helped with two little rhymes that have nice ideas:

Ice Cream

Eloise Morrell, L.4; age 8 yrs.

I bought a pint of ice cream.
Boy! Was it good!
Did you ever taste ice cream?
Yum! You should.

Brides

Brides are pretty
Looking so new.
The brides always say
"Certainly, I do."

Brian contributed a nice piano poem.

My Piano

Brian Richter, H.4; age 9 yrs.

My piano will play
Just as I do every day,
But I have to do it
Or it won't do what I say.

To conclude the project, we plan to make illustrations for our poems. The art teacher is helping the class in art, and the poems will be placed under the pictures. Then the finished product will be used as a display in the front hall.

Yes, the Fourth Grade is proud of its poems, and we think poetry is fun.

* * *

The Story of the Thermometer, an illustrated pamphlet of 32 pages, is published by Science Learning Aids Publishing Co., publishers of *Lessons in Science Series*, box 8085, Clinton Hill station, Newark 8, New Jersey; price 35 cents. The author, Benjamin De Leon, is in the science department, South Side high school, Newark.

The booklet was designed to create in the high school science student an awareness of the long years of work on the part of men of many nationalities, colors and religions that have gone into the evolution of a scientific instrument, such as the thermometer. Such an awareness is all-important, to understand scientific development, and to promote international cooperation and to better intercultural relations.

CLINCH YOUR CASE FOR PROPOSITION

THEN --- GET OUT THE "YES"

Betty and Jimmie are your *best* argument to win "Yes" votes for Proposition 3. They represent the children of this State — the children whose birthright may be denied them if provision is not made to supply

adequate teaching personnel. Remember that they are the best vote-getters we have.

Here is a recapitulation of the arguments you can use to put over No. 3:



THE NEED

1. California's population has increased about 2,300,000 since 1940, during the war years — one million babies

were born during this period. These are the children who must begin their education this and the next five years. We need *more* teachers, *and something must be done to get them!*

2. By 1954, it is expected that the elementary school enrollment in California will be double what it was in 1943.

California must recruit 40,000 new teachers within the eight years to cope with this situation — 30,000 elementary teachers to staff the schools under double enrollment, and 10,000 more to replace those who retire, die or resign.

3. The need for adequate education has never been so great as now. Many prominent educators and youth authorities believe that the wave of juvenile delinquency can be checked if proper instruction is given to our children.

4. Veterans who are returning to school under the GI Bill of Rights have swelled the rolls even further. They, too, deserve the best education the State can give them.

THE SITUATION

1. These various strains are undermining California's school system, chiefly because of the serious teacher shortage.

2. At least thirteen schools in community last year because of the teacher shortage. O if the situation does not improve.

3. Overcrowded classrooms, "shifts" consequences of the teacher shortage. The quality and the quantity of education receive.

4. Sub-standard emergency credits have 11,000 teachers in California to this emergency gap measure can only be a temporary expedient. These 11,000 teachers must be replaced by new and fully-accredited teachers. Our educational standards are to be raised.

5. The reason for the teacher shortage.

Young men and women who want to enter the profession because of the shortage. 1600 new teachers were graduated by the universities in the State — yet the University of California at Berkeley had 10 teachers; UCLA, only 30!

6. Forty per cent of all teachers in California less than \$2400 last year. Among them, 25 per cent were paid less than \$2400 a year.

ANSWERING THE OPPOSITION

Arguments against Proposition 3. Here is the way to answer them:

1. "There should be no minimum salary for teachers in the State Constitution."

Minimum salary guaranteed by the Lieutenant Governor, State Board of Education.

EVERY TEACHER CAN HELP

EVERY TEACHER

PROPOSITION 3 WITH THESE KEY ARGUMENTS

"YES" VOTE ON NOVEMBER 5!

Schools in communities were forced to close. Others may be forced to close. Improvements in schools are being made.

Rooms, "shifts," reduced curricula are all being used. They all tend to reduce the quality of education that California's children will receive.

Emergency measures have been issued to more than 100 communities in California to meet this crisis. Such a desperate stop-gap is a temporary expedient. The heroic work of teachers must be aided by the addition of thousands of new teachers to our schools, if California's education is to reach their former high levels.

Education is largely a matter of salary. Teachers who are studying teaching are refusing to enter the profession because the salary involved is so meager. Only 10 percent of the graduates from all the colleges and universities in California last year had a minimum need was for 5,000! The State at Berkeley, for instance, graduated only 150!

All teachers in California's public schools received a 10 percent raise. Elementary school teachers, fifty-five percent of the total, received more than \$24 a year.

PROPOSITION 3 is a new law, but some are being advanced. It is a new law, but some are being advanced. It is a new law, but some are being advanced.

There is no minimum guarantee of anybody's salary in California.

Guarantees exist in the Constitution — for the Governor, State Treasurer, Controller, Secretary of State, and the judges.

and Superintendent of Public Instruction. Furthermore, the Constitution already provides a minimum salary guarantee for teachers on a percentage basis, in that 75% of State funds for school districts must be expended on teachers' salaries.

2. "Proposition 3 penalizes the rural districts in favor of the city schools."

This is the exact opposite of the truth! Proposition 3, in making it mandatory that the State provide at least \$120 per pupil ADA, eases the tremendous burden that the small district has to carry. Equalization among districts as provided for in Proposition 3 operates on the principle of *taking the money where the money is, and spending it where the children are.*

3. "Proposition 3 will cost a lot of money."

There is no better investment than money spent for the education of our children. Actually, State funds which are already earmarked for educational purposes are more than ample for the needs of Proposition 3. Local property and farm taxes will not increase by as much as a single penny because of this measure.

MANY ENDORSEMENTS

4. Do not hesitate to make use of many endorsements which State and local organizations have given to Proposition 3. You'll find a partial list of these endorsements in the article which begins on Page 5.



And always remember, in all your exhortations on behalf of Proposition 3, that Jimmie and Betty are working for you, too. They will help you, with the constantly repeated slogan — "For Jimmie and me . . . Vote 'Yes' on 3!"

EVERY TEACHER CAN HELP

EVERY TEACHER CAN HELP

"...the last best hope of Earth!"

ABOUT the turn of the century there lived a distinguished educator, already gray with teaching, who used to walk with his little boy to the opening day of school in the fall, and he would always say, "My son, this is the greatest business in the world. More people in America are engaged in it than have ever engaged in one pursuit in all the time of men."

He used to say it with a kind of awe, for he was an earnest man, and he loved his profession.



Then he would say that if it kept up, and improved, there need be no fear for America. He said it was all something that had taken shape within fifty years, that when he was a boy in the Civil War days it was just beginning

The boy was only a boy, and this made no more than a passing impression on him. But in the after years, when his father had died the proposition that American schooling was the greatest of all human pursuits recurred to him from time to time. And then one day he saw it saw its truth and its meaning

When the father was speaking, schooling was only for the few in England and France. In Germany and northern Europe elementary learning had a wider base, but the higher schools were only for the boys and only for the exceptional. There was no use talking of the school as a popular institution beyond that. But in America everybody went to school, boys and girls alike. There were sixteen million of them then, and nowhere else on earth had sixteen million ever followed one pursuit, even as the old teacher said.

In those days they learned history, arithmetic, and how to express themselves in the language, and a few other things. Sometimes the teaching was not inspiring and the nomad life of Huckleberry Finn was the dream of many a boy, but in the end most of them had to give it up. You see this was a new social undertaking—all the children of a nation attending school—and it was quite natural that with the pioneer days just behind there should be some faltering



and some blundering in a whole people settling down with no frontier but the mind. Moreover, the relation between learning and the full and satisfying life was not then so persuasive as it has since become. In the colleges then were barely 100,000 students where today, with but twice the population, there are 2,000,000.

As the old teacher hoped, however, the schools of America 'kept up'. They improved with the years, widening their horizon and their attraction for the American youth. As the civilization into which we elders were born became more intricate in history and technology, so the schools became more complex. They became experimental, which is not in itself strange, but the impulse of human growth. Necessarily some experimentalism became over-zealous and took unprofitable roads.

It is hard in time of change, of turmoil, of gathering social momentum, to know what young minds should be fed—it is much easier to be wise in a time of stability and complacency.

But however that may be, the American

schools through crises and wars continued to offer American youth opportunity to learn, to become citizens of intelligence and character, with a prodigality never known anywhere else.

It may well be that a nation of Einsteins, capable of infinite abstractions, would be as unbearable as a nation of dark and untutored minds. But a nation of intelligent men and women, aware of their environment and their time, sensible, honest, fair-minded, tolerant and self-disciplined is a nation going somewhere. This is the ideal of schooling the young. It is a goal which has never been won in America or in any other land but as we love America we must never flag in our struggle toward it, and the promise in that struggle lies chiefly in the American school.

Once again the young people will be returning to the schools as we the grownups did longer ago than we like to remember. We will be jostled by them on the street cars, and we will hear their shrill voices as we drive by the schoolyards to our work. We cannot perhaps impress on them how important it is to the future of their country, and to the future of the world, that they are given this freedom to learn, that they are indeed a select company of all mankind, living and dead. But we can by our resolution and our understanding see to it that nothing stands in their path.

In America this fall there are thirty million of them, from the kindergarten to the spare young men who last year were learning in a terribly different school on Okinawa and the River Rhine. They are still as the old teacher said the greatest number ever engaged in one pursuit in all the time of men.

They are, adopting the words of one who lacked their privilege though he became the greatest American "the last best hope of earth."



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THE HOUSE OF COURTESY

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Outfitters since 1865

Sierra Educational News Plate; courtesy of Roos Bros.

MARKING TEACHERS

Ducelia McLeod Cobb, Long Beach, Los Angeles County

IT is becoming increasingly apparent that education is everyone's cause. Many of the divergent ideas encountered, when not downright terrifying, are amusing. However, the situation, by and large, is a healthy one.

I, too, have my moments of wanting to set forth with a hypothetical sling-shot to fell educational Goliaths. However, at the moment, I want to take up my cudgel on behalf of the educator.

It seems to me that it would be difficult to find a profession more hamstrung with practices which border on the invidious than the teaching profession.

Outstanding among these practices is the one of marking teachers.

THE VERY ESSENCE OF TEACHING IS ITS SUBJECTIVITY; THE INTANGIBLE RAPPROCHMENT ESTABLISHED BETWEEN TEACHER AND PUPIL.

There are as many roads to good teaching as there are roads to Rome. It does not follow, per se, though, that simply because a teacher is making use of accepted techniques he is a good teacher. The impact of the teacher upon his pupil is both immediate and enduring, but who has sufficient omniscience to measure it? Depending upon one's point-of-view, the lack of objectivity in teaching is either a misfortune or a blessing; but it is an ineluctable verity.

The work of an engineer, an architect, and even a doctor can be measured; but not the work of a teacher.

From Flippancy to Concern

When I was first exposed to the system of grading teachers, I was inclined to be condescending. I started with the premise that "sticks and stones may break my bones" and concluded with something to the effect, "but grades don't change my salary one iota." As I observed the repercussions of grading, however, my flippancy gave way to concern. Resentment of the principal was only too evident, and furthermore there was bitterness toward the teachers who received higher grades. This sounds childish and unworthy, but I sus-

pect it is inevitable in a situation where concrete measurement is made of incorporeal values.

Regarding the various devices or forms that are occasionally relied upon for aid in marking teachers—they are more absurd than nothing and have all the accuracy of phrenology in the measurement of character.

If I sound bitterly destructive, that is my intention. Let's wipe out teacher marking so completely that it will soon be forgotten. Many sincere, intelligent administrators damn the practice as vehemently as do the teachers. Many school systems in California no longer adhere to it; so let's eliminate it altogether.

You may ask if I have any constructive suggestions. Certainly! To begin with, teachers are members of a highly selected group. To be sure, the number of geniuses, either creative or intellectual, among them are few. However, conversely, those of negligible attributes have been fairly well weeded out.

I question whether anyone is gifted enough to judge their relative merits. Notwithstanding, let us suppose that it is possible and that a principal believes a teacher is not conducting his classes in a satisfactory manner. It is part of the administrator's job to help him in every way possible. If the teacher does not show improvement in what seems to be a reasonable length of time, the school board has the privilege of discharging him.

Otherwise, his duties toward his teachers should be to encourage them to grow professionally and personally, to try out new ideas, and to be happy in their work.

* * *

National Association of Journalism Directors, California Division, held a statewide conference of high school and junior college journalism workers, October 19, at Bakersfield Junior College. Chester R. Shuler of that school is State Director of NAJD. Mark F. Wilcox of Kern County Union High School, Bakersfield, is regional director for the Pacific region.

The 1946 fall Scholastic Press conference is to be held later at Fresno State College. Paul V. Sheehan of that school is executive secretary, San Joaquin Valley Scholastic Press Association.

Tremendously Popular Everywhere WORLD GEOGRAPHY

By John H. Bradley

COMBINES economic, physical, political and social phases of geography in perfect balance. Global in concept and treatment. Gaps and loose ends left in lower grade-school texts are filled in and tied together in a panorama of all nations. National resources, occupations and governments, and geographical factors affecting post-war developments, are clearly and interestingly explained.

Handsomely illustrated with photographs and remarkable colored maps by famous cartographers R. E. Harrison and Erwin Raisz.

Ask for Descriptive Circular 629

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San Francisco 5

DAY DREAM CURRICULA

Roy Cochrane, Director of Guidance and Counseling, Vallejo

A GREAT many California schools are proud of their elective systems. Indeed, the elective method of setting up courses was a step in advance of the rigid scholastic system which preceded it.

Now, however, evidence is beginning to accumulate to show that students form their choices on the basis of whim and general social pressure rather than on a logical purpose for which the benefits of the course will be used. Counseling would make these pupil choices more logical and realistic; but oftentimes the pupils never see a counselor until after choices have been made.

In order to get some objective idea of the extent to which pupil choices were in the direction of realizable goals, a tabulation was made of the vocational goals of 9th grade boys in the Vallejo schools. The goals tabulated do not seem to be the result of counseling, but show the influence of the long school environment from the 1st grade through the 8th.

The first thing to notice on the tabulation is the high percentage of those desiring to devote their lives to the professional and semi-professional jobs. Isn't it wonderful how ambitious these children are! We should be very happy that they are striving to better their lots!

But when we compare the percentage who wish to get into the professions with the percentage who can get into them, we find an explanation for the frustration and sorrow that enters the lives of our youth.

For 8 long years, they have had no teacher who was not a college graduate. Unconsciously, their teachers considered it necessary for them to be college graduates to be successes. So at the beginning of the 9th year, 2/3 of them are definitely headed in that direction, but only 1/20 of them can ever attain the goal which they have so rashly chosen.

Does this mean that we are heading almost 2/3 of our children toward certain failure? Do we set them impossible tasks and then blame them for not trying harder? Yes, we do!

It will need more than a year of orientation in a guidance class, plus skillful, individual counseling, to get these children back on the right track. By the right

track is meant working toward a goal which is actually achievable.

Curiously enough, this presentation of dreams as marked down on the registration card has little relation to the actual interests of the children. When tested by an interest test, only a normal number of them actually desired to do the complex and difficult tasks required of professional and executive workers.

To give these children free choice of subjects before they have had any orientation or preparation for choosing is to do the children harm. Of course, they will choose the meritorious jobs! Everybody has been telling them what jobs are rewarded with honor, if not money.

The fact that the one profession with which they are most familiar is entirely omitted may be a clue to lack of realism in uncounseled choices.

All the children are familiar with the teaching profession, having observed for many years exactly what teachers have to do, and not one elected teaching. The influence observed here is what Tryon calls the peer culture.¹

Other influences observable are familiarity, such as shown by the number desiring to be athletes; technology, such as shown by the number desiring to be engineers and aviators; ignorance, such as those putting "college preparatory" as a vocational goal and a complete omission of occupations in the clerical and sales division.

Do we wish to have our children's school experience molded by such a random choice of electives, or should we start earlier and do better in giving them logical goals toward which to work?

¹ Tryon, Caroline M., *The Adolescent Peer Culture*, in *Forty-Third Yearbook, Part I. Adolescent*, National Society for the Study of Education, 1944.

Boy's Vocational Interests at the Beginning of the 9th Grade

	Total	Dreams 100.0%	Real Life 100.0%
Professional and Semiprofessional	119	69.1	5.0
Architect	2	1.2	
Artist	2	1.2	
Chemist	4	2.3	
College Preparatory	8	4.6	
Doctor	14	8.1	
Engineer	19	11.0	
Lawyer	5	2.9	
Musician	8	4.6	
Naval Officer	4	2.3	
Radio Announcer	6	3.5	
Scientist	3	1.7	
Misc. Professional	8	4.6	
Athlete	9	5.2	
Aviator	14	8.1	
Draftsman	3	1.7	
Technician	5	2.9	
Misc. Semiprofessional	5	2.9	
Farm	8	4.6	14.6
Business Proprietors	7	4.1	10.2
Clerical and Sales	0	0.0	14.1
Skilled Crafts	26	15.1	15.0
Carpenter	5	2.9	
Machinist	5	2.9	
Mechanic	12	7.0	
Misc. Crafts	4	2.3	
Semi-skilled	3	1.7	18.2
Service (Navy)	9	5.2	
Labor (Unskilled)			23.0
(Did not report a vocational goal)	298)		

The "Real Life" figures are from the 1940 Census.²

² See Occupations Chart, *Sierra Educational News*, February 1945, pp20-21.

THE ONCOMING HORDE

By Dr. Alfred Christensen, Chief Planning Consultant,
Ernest J. Kump Company, San Francisco

SEVERAL housing shortages ago, Mark Twain came to San Francisco fresh from his journalistic exploits on the Comstock Lode at Virginia City, Nevada. Basking in a local reputation, the "Washoe Giant," as he was nicknamed, took a room at the Lick House, one of the most prominent hotels then existing in the vicinity of present-day Montgomery Street. He was immediately asked to write articles for the San Francisco journals.

It was in 1863, midway in the Civil War. California was feverishly shipping gold around the Horn to New York and Philadelphia to bolster the Union cause. Already a lively and crowded place from the Gold Rush in the Fifties, San Francisco now bore the full floodtide of the Comstock Lode. Hastily-built wooden structures dotted the waterfront. Though constructed in the same fashion, Lick House was notable because it had a story more than the others and was one of the finer places in the city. The more affluent families lived there.

The children of the families lived there too, and this is our point, or rather, Mark Twain's story. Since there lacked only semblance of a school system in those times, the newly-rich put their children in the care of foreign-born nurses, who also lived in the hotel.

That the children would have an overabundance of spare time was natural that Mark Twain had to do his writing chores in his room amidst the children's scene of activity was regrettable and that Sam Clemens, his peace of mind gone, would proceed to attack his fancied irritators with pen in hand was inevitable.

With tongue in cheek and displaying his extraordinary style of exaggerated humor, the author of *The Jumping Frog of Calaveras County* wrote*:

"Here come those young savages again

* From "Those Blasted Children," a sketch which appeared in *New York Sunday Mercury* and *San Francisco Golden Era* in 1864, and was reprinted in "The Washoe Giant in San Francisco," published in 1938 by George Fields, San Francisco.

—those noisy and inevitable children. God be with them! — or they with him, rather, if it be not asking too much. It is two o'clock now they are invested with their regular lunch, and have come here to settle it. I will soothe my troubled spirit with a short session of blasphemy, after which I will expose their infamous feelings with a relentless pen. They have driven me from labor many and many a time but behold! the hour of retribution is at hand.

"That is young Washington Billings now — a little dog in long flaxen curls and Highland costume.

"Hi, Johnny! look through the keyhole! here's that feller with a long nose, writing again — less stir him up!" (A double kick against the door — a grand infant war-whoop in full chorus — and then a clatter of scampering feet down the echoing corridors.) Ah — one of them has fallen, and hurt himself. I hear the intelligent foreign nurse boxing his ears for it (the parents, Mr. and Mrs. Kerosene, having gone up to Sacramento on the evening boat, and left their offspring properly cared for).

"Here they come again, as soldiers — infantry. I know there are not more than thirty or forty of them, yet they are under no sort of discipline, and they make noise enough for a thousand. Young Oliver Higgins is in command. They assault my works — they try to carry my position by storm — they finally draw off with boisterous cheers, to harass a handful of skirmishers thrown out by the enemy — a bevy of chambermaids.

"Once more they come trooping down the hall. This time as cavalry. They must have captured and disarmed the skirmishers, for half my young ruffians are mounted on broomsticks. They make a reconnaissance in force. They attack my premises in a body, but they achieve nothing approaching a success. I am too strongly intrenched for them.

"They invest my stronghold, and lay siege to it — that is to say, they sit down before my camp, and betake themselves to the pastimes of youth."

After recording several conversational bits overheard from his "besiegers," the writer reports, "The end is at hand the nurses have massed themselves on the left; they move in serried phalanx on my besiegers; they surround them, and capture the last miscreant — horse, foot, and dragons, munitions of war, and camp equipage."

No doubt had Mark Twain been report-

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About the Author

DR. Alfred Christensen, chief planning consultant for Ernest J. Kump Company, is well-known in educational circles. He has a background of 16 years of teaching and administrative work in California schools, and holds degrees from University of California and Northwestern University. During World War 2 he served as a commander on active duty with United States Navy.

Author of several publications on school planning, Dr. Christensen is



highly regarded as a speaker and lecturer. He is married, has two children, lives in San Francisco and spends his summers near his boyhood home at Ferndale, Humboldt County.

ing the same situation today, his "besiegers" would have made a third assault, not as infantry, not as cavalry, but as an air force.

In his way, Mark Twain was suffering from an over-abundance, an excess of children. Today, the entire California school system is having an excess of children. The signs are increasingly evident that school populations in this State are multiplying. Classrooms are bursting under the force of one of the greatest mass migrations in America. Here is a challenge to the planning, the ingenuity, the resourcefulness and the temperament of school administrators and teachers alike.

How shall we handle "The Oncoming Horde?" We cannot accept Mark Twain's fictional remedy — "to throw a bootjack at them or some little nonsense of that kind when I happen to feel playful." We have grown beyond that. Nonetheless, having 40 or 50 or more children to handle in one over-crowded classroom, holding double sessions, using even hallways for classroom space, puts a strain on any teacher's disposition.

The problem of increased school enrollments is here with us today and it must

be met head on. The first requirement is to know what the problem is. How much increased enrollment? What should we expect from this migration from the rest of the nation into California?

Let us put the population problem more graphically. It divides itself into two parts:

1. The migration into the State since 1940.

2. The birth rate figures since 1940. Both of these are eye-openers.

California's part in America's defense and war industry program of World War 2 was immense. Aircraft plants, shipyards, manufacturing plants were located here by scores. Labor to man the production lines was recruited from every State in the Union, even from foreign countries. At the same time, both the War and Navy Departments established hundreds of installations, training and operational, in California. Equally important from a population standpoint is the fact that the State's ports were among the principal embarkation points for the entire Pacific theatre of the war. Many families of personnel stationed overseas settled here.

Men and women who trained here or were stationed here have either stayed here or want to return. A check by discharge centers in April 1946, of men who were inducted from eastern and middle-western States, revealed that of one million men, 52% intended to move to the West Coast.

A report in August 1946, by the Army, disclosed that over one million veterans, inducted from other States, intended to move to California. Over 300,000 are estimated to be here now.

True, some who originally came out to work in the war industries are still leaving, but the net difference of incoming people to those leaving is estimated to be over 100,000 per month. And before the war, it was thought a net increase of 5,000 was "phenomenal."

New Millions

The latest and most reliable estimates place the State's population at the first of this year at approximately 9,250,000. It was 6,907,387 in 1940. This represents a gain of better than 2¼ million, and more are coming. One factor important for all school districts to know is that the largest relative gain to the State's population was among children under the age of 15.

This brings up the second part, the birth-rate. Those in the business of compiling birth-rate statistics tell us that as a general rule, birth-rate charts look somewhat like economic charts. In booming economic weather, the birth-rate booms; and when the economic weather is depressed, so too, is the birth-rate.

But a comparison between California's

birth-rate and that of the nation as a whole shows that California, for many years a laggard behind the national rate, is now topping the average for the 48 States, and has been for the past 3 years.

In 1920, the national birth-rate per 1,000 was 23.7, and in California only 18.9. In 1933, the respective rates were 16.6 and 12.6. However, just 10 years later, the national birth-rate was 21.9, but in California it had climbed to 22.9! It still surpassed the national rate last year, — 22.6 for the State against 21.6 for the nation as a whole.

Birth-Rates

Add the factor of in-migration, the birth-rate doesn't even have to rise; the number of births increase just the same. For example, 14,762 births were registered in California during May, 1945. Same month, this year, totalled 15,714 registrations.

How will this birth-rate factor be reflected in school enrollments? Well, the average child in the 8th grade this coming year was born in the year 1933, lowest birth-rate year since World War 1. From 1933 to 1940 (next year's enrollment class), this current group is in the 12.6 to 16.1 increase bracket.

But the "Oncoming Horde" is the 1940-45 group, when the birth-rate jumped from 16.1 per 1,000 to 22.6. Facilities must be provided for this group.

Make no mistake about it, this "Oncoming Horde," the group entering our schools from 1947 on, will have all the impact upon our elementary schools of a delayed-action bomb.

As a result of the in-migration and increasing birth-rate of California, it has been found as a result of studies in various localities throughout the State that almost without exception, the elementary school enrollment will double in 10 years.

Mark Twain could sooth his "troubled spirit with a short season of blasphemy," but California school administrators and teachers won't be let off so easily. The problem of the "inevitable children" is here and will be here for several years to come.

IT is becoming increasingly obvious that this problem of increased school population is going to require a great deal of sound and patient planning after all the facts are gathered in. The problem is so gigantic and so tough it can be solved only through long-range planning. Here is a crisis that cannot be postponed.

Lamps That Kill Classroom Germs

Jean Scott Frickelton, San Francisco

AS interest continues to mount over the use of germicidal lamps in school classrooms, parents and teachers are increasingly aware of the way air-borne bacteria can cause respiratory diseases.

The common cold, flu, pneumonia and measles, caused mainly by air-borne germs, have always made serious inroads into school attendance records and until recently have been accepted as inevitable during a school year.

Now that germicidal lamps are becoming more easily available, the use of them to help prevent these so-called "common" childhood diseases is under serious consideration in many school districts, and others have already made installations with gratifying results.

Since the summer of 1945 the germ-

killing lamps have been working for better health in the one-room schoolhouse of Iowa School near Petaluma, in Sonoma County. Mrs. George Lynch, the teacher, persuaded the board of trustees to install the germicidal lamps when the schoolhouse underwent wiring changes before school opened in the fall.

In Sonoma County

Three of these ingenious glass tubes were placed in the classroom, one over each of the principal windows. During the fall semester Mrs. Lynch reported a definite decline in the spread of colds among her 15 pupils. In fact, there was a period of 2 months when not one of the children had a cold.

Clark Baker, lighting expert and member of Sight Conservation Council of Northern California, in explaining what the germicidal lamp does in a classroom, says: "It will not cure a disease, but it will help prevent disease by killing air-borne, disease-producing germs. One lamp

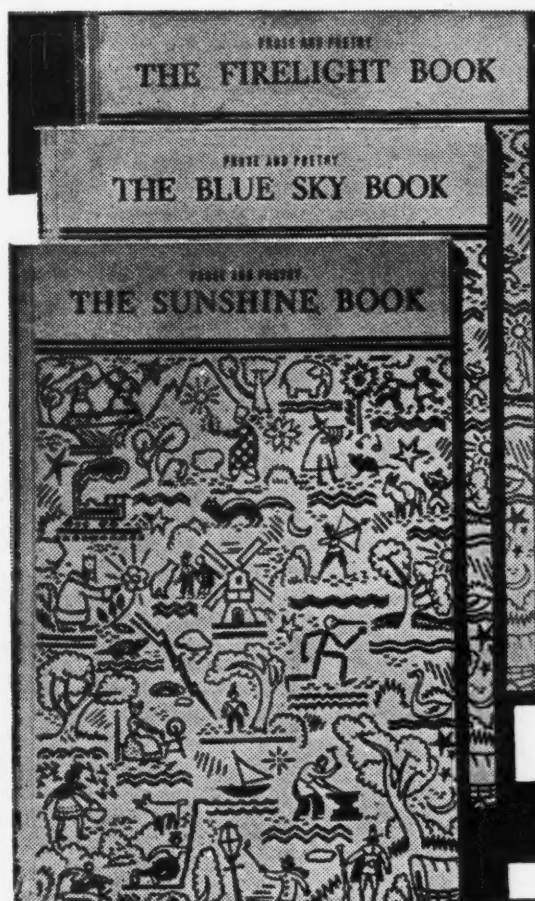
unit has the ability to freshen and clean the air of bacteria the equivalent of once a minute, compared with the average change of 7 times an hour through the use of door and window openings."

Certain safety factors in the classroom installations of these germ-killing lamps should be observed. The lamps can be dangerous if improperly installed. Because the rays from these lamps can cause severe skin burn in 2 or 3 minutes and can induce conjunctivitis (inflammation of the lining of the eye-lids) if the eyes are exposed to the bare tube, the authorities recommend the following installation rule:

Eyes Are Protected

Lamp units should be placed in an ordinary sized classroom at least 7 feet above the floor, with the radiation reflected upward. Upward reflection is insured by placing a metal reflector around the lower portion of the tube so that upturned eyes are completely protected.

ONCE THESE GERMICIDAL LAMPS ARE PROPERLY INSTALLED IN A CLASSROOM, TEACHERS, PARENTS AND CHILDREN HAVE A POTENT WEAPON AGAINST THOSE DISEASES THAT HERETOFORE HAVE ALWAYS PULLED DOWN AVERAGE SCHOOL ATTENDANCE.



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The Soldier's Vocational Aid Kit

By 1st Lt. Johns H. Harrington O-1315474, Hqs., 232nd Inf., APO 411,
c/o Postmaster, New York*

SHARPEN UP!"

"Do you want to know what even your best friend can't tell you?"

"Do you plan to get a job when and if you ever leave the Army? Or go to school?"

"Then consult the Vocational Guidance Kit, located in the Regimental I and E Library. The kit contains up-to-date job information in almost every conceivable field, as well as educational advice for many types of vocations.

"The kit consists of more than 400 new pamphlets, arranged by major fields in 73 folders, as well as 6 standard vocational books. One of these is the Dictionary of Occupational Titles, which describes briefly each of nearly 20,000 different ways of earning a living."

Science Research Associates

When the 232d Infantry received the Army Vocational Guidance Kit, it was my job as Regimental I and E Officer to advertise it; the foregoing description was part of that attempt. As a means by which the Army Information and Education program sought to assist soldiers in the Army of Occupation in planning civilian careers, the kit was immediately successful.

It not only furnished current information on hundreds of occupations, but it also provided the individual with complete facts concerning the education and training he must have to enter successfully the field of his choice.

Teachers and school administrators could derive tremendous benefits in their tasks as counselors as the result of possessing kits of this type, which are the product of Science Research Associates, 228 South Wabash Avenue, Chicago 4, Illinois.

* Teacher, English and Journalism, Orange Union High School, Orange. Written Feb. 12, 1946, at Hofgastein, Austria. Mr. Harrington is now teaching at Burbank High School.

What the occupation soldier wants to know about his future in education or in business the average high school student will want to know, too, and the wise counselor, whether in the Army or in public schools, will recognize how his own efforts can be implemented through the intelligent use of a compact and well-organized store of vocational information encompassing approximately 300 of the principal fields of employment.

In addition to a sample poster for use in promotion of the vocational guidance program, the kit possesses a user's handbook and inventories of its contents, both alphabetical and by file number.

SPECIFICALLY, HERE ARE SOME OF THE TOOLS IN THE KIT WHICH CAN ASSIST THE VOCATIONAL COUNSELOR:

a. *An outline of the occupations in the United States in which the largest numbers of people are employed;*

b. *A discussion of the factors which increase and decrease opportunities for employment;*

c. *Detailed descriptions of a large number of occupations, with special emphasis on employment trends, duties, requirements (education, experience, personal characteristics), earnings and other rewards, and conditions of work;*

d. *Description of systematic methods for choosing a career;*

e. *A review of job-hunting tactics; and*

f. *A discussion of the mental attitudes known to be helpful and harmful to the individual in adjusting to his job.*

Suppose you were confronted with a student who wanted to be a postal clerk, or a policeman, or who wanted to enter the US Foreign Service. Step number one would be to turn to file 23 labeled Government and Public Service to determine the information available. You would extract the data needed from the following pieces of literature contained in this file: US Civil Service Commission, Civil Service; Charles N. Elliott, *Careers in Wildlife Life Management*; Virgil E. Dickson, *The Police Officer*; Samuel Spiegler, *The City Fireman*; Occupational Index Inc. of New York University, *The Detective*; Chloris Shade, *Foreign Service*; Harold Nicolson, *US Foreign Service*; Quarrie Reference Library, *Governmental Service*; L. J. O'Rourke, *Getting a Job with Uncle Sam*;

Chicago Institute for Research, *Careers in the FBI*; and occupational outlines prepared by Science Research Associates with these titles—*Postal Service*, *Policemen*, *Firemen*, and *Jobs in Government*.

Such is the extent of vocational data available in the Army kit in this particular category of employment. The same type and extent of information is available in dozens of other fields.

Although vocational guidance can be furnished most advantageously through counseling, there is no question that any counselor confronted with many different types of individuals will still need to have innumerable sources of information. Thus is the kit valuable for reference.

Furthermore, in the absence of a trained counselor, a teacher or competent librarian could supervise the use of the kit as a reference library for individuals desiring independently to collect vocational data.

In still another manner it is proving useful. Instructors conducting classes to initiate prospective counselors to the field of vocational guidance take advantage of the kit as a source of background information in the development of courses of study.

SO it is that for Army teachers and counselors the Vocational Guidance Kit is doing a successful and convincing job. In the same way the kit would prove successful for public school teachers and school counselors. The Army Information and Education program has again made available an important aid to civilian education.

* * *

Among important recent titles issued by Ginn and Company (California offices at 45 Second Street, San Francisco 5) are:

1. *Beyond the Seas*, by Collette and others, an entirely new kind of anthology for the early high school years. It is a compendium of good material to develop a world viewpoint; price \$2.08. A companion volume, *Within The Americas*, promotes better understanding of our Hemisphere.

2. *Exploring Our World* is a workbook to guide pupils in their study of the text by the same name, an *Adventuring in Science Series*. The workbook, *Directed Activities I*, comprises 130 pages; price 64 cents.

3. *Elements of General Business*, Part I, now has its helpful workbook of 160 pages; price 60 cents.

4. *Directed Practice In Language*, by Johnson and others, is a workbook for grade 3. If used with the Ginn Good English Habits Series, it provides excellent supplementary practice and testing material.

L. A. WATSON AND MAICO

L. A. Watson, American Rhodes Scholar at Oxford University from University of Minnesota, returned to America in 1933, and pioneered the use of precision hearing-test instruments (audiometers), for the diagnosis and study of deafness.

He founded The Maico Company for this purpose (Maico = Medical Acoustic Instrument Company). Today his company is responsible for over 90% of the precision hearing-test instruments used in America, by physicians, universities and research institutions.

Watson is known widely as an author of scientific articles on hearing and member of national committees on standards in the field of hearing and hearing instruments. He is primarily responsible for the modern hearing-test programs that are conducted in the school systems, since the instruments which he pioneered have made these programs possible.

He brought back from Europe the first midget pencil-size vacuum tubes, which made possible the modern pocket-size electronic hearing aid. From this he developed the "Atomeer," a small one-piece hearing aid in which the batteries are self-contained, thus eliminating the objectionable heavy battery-packs which discouraged hard-of-hearing persons from wearing hearing aids. He also developed "Hear-Rings" for the use of hard-of-hearing women, enabling them to wear a hearing aid which looks like a pair of earrings.

Maico Company is also responsible for the invention of a revolutionary electronic stethoscope known as the Stethetron, which enables physicians to amplify heart and respiratory sounds one million times.

* * *

Foundry and Patternmaking Practice in a Trade School, a praiseworthy article by an experienced vocational school instructor, appears in a recent issue of American Foundryman. That large, illustrated monthly magazine is issued by American Foundrymen's Association, a technical society, with executive offices at 222, West Adams Street, Chicago 6; Herbert F. Scobie is educational assistant. The association slogan is "The Foundry is a good place to work!"

* * *

Teachers' Life Diplomas — Attorney General's Opinion 360 states that the minimum experience for life diplomas set forth in Education Code 12302-5 may be supplemented by rules and regulations of the State Board of Education. See also Weekly Law Digest, July 23, 1946.

A PUPIL - MUSICIAN GROUP



Good music is an essential ingredient of the modern public school program. Here is a chamber music group at Whitefish Bay Public Schools. Plate courtesy of Rural Editorial Service.

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By CARL RICH

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CAMP CUYAMACA

SIXTH GRADERS ENJOY A WEEK AT CAMP

By Ruth M. Cooper, Benjamin Franklin School, San Diego

ON a Sunday afternoon in March, 47 happy 6th graders waited for the big bus that was to take them to Camp Cuyamaca for 5 days. Beside them were parents, brothers and sisters who had come to see them off.

At 2:30 p.m. the bus arrived. Teacher and children were ready to begin the great adventure.

This spring is the first time public school children have attended a camp school during school time.

San Diego is the first public school system in the United States to pioneer in this field. William Goodall is director of Camp Cuyamaca.

We Sang Songs

A guide accompanied us on the bus. She shared interesting information with us. We learned about the different zones of vegetation we were passing through. In the valleys we saw the willows putting forth their light green leaves. We enjoyed the lacy blue mountain-lilac that was draped over the granite boulders of the foothills.

The children sang songs as they rode along. The 50-mile trip up into the mountains did not seem long.

When we arrived at camp we found friendly counselors waiting for us. Children from another city school had arrived a few minutes ahead of us. The boys and girls found their baggage and carried it into their barracks.

Soon we were having fun trying to hit one another with snowballs made from the lingering traces of the previous week's snow. It was the first snow some of these California children had ever handled.

Then we all hiked down to the creek, jumped from rock to rock and stroked the soft furry buds of the pussy-willows that grew along the banks.

We were ready by this time for the good dinner that was waiting for us. The chef had been cook at one of the big airplane factories during the war.

In the evening we went to the Hall of

the Winds for the Council Fire. Since the weather was still chilly this ceremony was held in a building. All of the buildings had been used for a CCC Camp several years before. On the first and last evenings at camp a Council Fire was held. The other three evenings there were Camp Fires.

At the Camp Fire meetings the children participated in the programs by telling stories, dramatizing skits, singing songs or playing musical instruments. The Council Fire was more serious. The counselors told stories and the children were given opportunity to tell some kind act they had seen some one do.

Each Camp Fire and Council Fire was closed by the children. Counselors and teachers placing hands on one another's shoulders and repeating the Cuyamaca pledge which follows:

"For my country, for my home, for my school

I will try always

To tell the truth

Play fair

Hit hard

Be generous

And I will make every effort

To become strong

To gain in strength of will

Strength of spirit

Strength of mind

Strength of body

All for one. One for all."

After the evening meeting the boys and girls went back to their barracks. The camp nurse, "Doc" to the children, inspected each child before retiring. Sore throats were swabbed and the children were admonished to go to sleep when Taps was sounded.

The five days at camp were balanced between activity and rest. Children were encouraged to choose their own activities. There were horseback riding, hiking, folk-dancing, building dams under supervision, reading books from the well stocked library or making articles in the crafts hall.

While hiking the students learned to identify trees and flowers. They learned how to make plaster-of-paris footprints of wild animals. They were taught to appreciate wild life, and they gained an understanding of the work of the forest-ranger.

One all-day hike afforded much pleasure to the hikers. We hiked for a while, then sat under a sugar pine and watched a blue-bird put on a show for us. Farther on, part of the children stopped with Ivah Lee Harrington, the counselor who taught arts and crafts, and sketched the scenery.

Others hiked to the outdoor fireplaces. Boys went down to the creek and cut willow branches for weiner-forks while the girls unpacked the food that had been brought by truck.

After lunch we played on the large boulders at the water-falls. Some waded in the water.

We were ready for hot showers and a good dinner when we returned to camp.

At the corrals the children learned about horses. They were taught the correct way to mount a horse.

All too soon the 5 days passed. It was time to give the barracks a final cleaning, check in the library books, finish the pins, and bookends made in crafts class and

We are resting, on a hike





What good times we had!

pack our baggage. A last goodbye was said to the tiny shetland pony colt. Pictures were taken of the staff. Autographs were obtained. At last the bus was loaded and the singing children started for home.

THIS was not the termination of camping experiences for the 6th graders. It proved to be an incentive for further work in language, science and reading. Three of the students prepared talks which they gave to another 6th grade class in the city. This class was going to camp later in the season.

A program at which pupils related camp experiences through skits, reports, and dialogues was presented to the parents. Articles describing good times at camp and creative word-pictures were written for our class newspaper.

Science books were consulted to find out what causes rain and snow. Books about trees were studied to learn more about trees seen at camp.

Following are two word-pictures written by the children after returning to school.

THE FOREST

THE FOREST IS PEACEFUL AND QUIET EXCEPT FOR THE CRACKING OF NUTS BY THE SQUIRRELS. THERE IS SILVER DEW ON THE GRASS AND SOFT GREEN MOSS ON THE TREES. DEER PRANCE ABOUT QUIETLY SEEKING FOOD AND WATER.

THERE ARE DISTANT PURPLE AND GREY MOUNTAINS WITH TRICKLING BROOKS HERE AND THERE. FOREST ANIMALS LOOK FOR A NICE COOL SPOT TO DRINK. THE FOREST IS A PLACE WHERE TREES GROW, WHERE BROOKS FLOW AND ANIMALS LOOK FOR SHELTER. — DONNA STEWART.

THE SUNSET

One lone word is all I need,
Just one lone word to tell
And "Quiet," is that one lone word
That's known so well.
Though other worlds may quake with wars
This forest sunset is my world
Behind a tight closed door.
Oh come, you idle folk
Oh come, oh come and see
That all of life is beautiful
Wherever you may be.

— Patricia Vynne

NOT all of the children can express themselves through writing or art, but when eyes have that far-away look and someone mentions camp I know that child is reliving his 5 days at camp school.

* * *

I HAVE GIVEN

By Sidney Strand, Teacher, Goodyears Bar School, Sierra County

THE stilled schoolroom recalls the girls and boys
Who restlessly suffered the day;
The bared walls remember the noise
Of the youth they released today.
I droop like the wilted rose Patsy brought:
"To wear in your hair," she said;
And I yearn over each of the children I taught
For I gave them the best that I had.
Baffled, impatient, I struggled to mold
Each child by the templet required;
But to each of their needs, I have yielded
a hold
On my heart!

They are gone,

And I'm tired!



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REPRESENTING

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Magazines for High School

By Jaunita Faye Taylor, Teacher, El Monte Union High School,
El Monte, Los Angeles County

BECAUSE a suspicion had been growing in my mind for several years that the magazines chosen by high school students for leisure time use were not of good caliber, I introduced my second semester American Literature students (juniors and seniors) to a 3-week unit on periodical appreciation.

This was begun 3 years ago; now I feel that perhaps my experiences might be profitable to other teachers who may share that same suspicion.

The first day I put on the board a casual classification of magazines according to subject-matter appeal to the reader; this may include fiction, science, fashions, "home," outdoors, hobby, trade, professional, digests, picture, news or "high-brow."

Some are able, from past reading experience, to give me examples of each, and for the following day they are urged to bring from home old copies of as many different kinds of magazines as they can find.

The third day I display the contributions, which I have supplemented from the school library and my own collection; I comment on the cover, price, type of contents and advertisements.

On the fourth day my classes find suggestions on the board to guide them in their "projects." For each magazine studied they consider

Title, price, cover, type of material, evaluation of material, advertisements, number of pages, summarize one article.

Another list includes "MUST Read"

Atlantic Monthly, American, Colliers or Sat. Even. Post, Fortune, A fashion magazine, An outdoor magazine, Life, Time or Newsweek, A trade journal or A professional magazine, Sunset, A "home" magazine, A magazine for young people.

Arbitrary but Stimulating

The above list is arbitrary, and may appear too lax. But for those youngsters who in the past have been reading trashy magazines, some of the above-listed magazines are a step up . . . and often a revelation.

When the students consider the last list

there is usually a howl of protest or a hush of stunned shock:

15 different magazines reviewed for a grade of D.

20 different magazines reviewed for a grade of C.

25 different magazines reviewed for a grade of B.

35 different magazines reviewed for a grade of A.

Each magazine is "reviewed" according to the list above, of title, price, cover, etc. The final collection or "project" must possess an index, a cover page and a budget; and must be typed or written in ink. They are requested, after they have done their reading, to consider spending a yearly sum of \$15 for the magazine budget of a family of 5 (say a father, mother and children of 8, 14 and 17).

The second problem covers a college or high school teacher and his wife with \$25 to spend.

For the third budget they must evaluate the magazines purchased by their own families and the money involved (often a shock, one way or the other!).

For the fourth, I bestow upon them \$25 for their own individual subscription choices for a year.

Amazingly enough, with all the beginning yells of protest, few students turn in the lowest requirement, that for a grade of D. Most of them hit the "B" classification; many read for the "A" grade . . . and one or two in each class read from 45 to 50 different magazines. As our school library subscribes to 51 different magazines, and the public library is available to many students, too, this is not impossible.

At the end of 3 weeks I give an easy test on "Where would you find this (or that) type of subject-matter," or "What magazines would you take to a friend recuperating from an illness"; and for the time being, at least, they know what to expect within the covers of the most popular ones.

Unsolicited appreciation comes to me when I collect the finished product to bestow grades (I never return this assignment, only the cover and index) and read the little notes tucked in their folders; or blush to read a flowery dedication to teacher ". . . who has opened to me a new source of interesting and inexpensive reading experience . . ."

It seems to this one teacher that 3 weeks are not wasted during a survey-course in American Literature if the average student, who will probably become the average adult, has become aware of inexpensive (public library, for example) use of leisure time.

And, in a few days, the sight of every student rushing, at the beginning of the period, to tables where magazines with their vivid covers are stacked, and the reluctant relinquishing of a new find when the bell rings, is indeed refreshing.

Sixth Annual Science Talent Search Opens

The sixth annual search for science talent among the nation's million high school seniors has begun, it is announced by Watson Davis, director of Science Clubs of America, which conducts the competition.

Winners of this nationwide talent search will be awarded scholarships totaling \$11,000, to be applied to continuation of science studies on a college level. The Search is sponsored by Westinghouse Educational Foundation, maintained by Westinghouse Electric Corporation.

From approximately 3,500 students who are expected to complete qualifying requirements, 40 finalists will be selected and sent to Washington next March, with all expenses paid. Here they will attend a 5-day Science Talent Institute, and compete for top honors in the Search. Two

four-year Westinghouse Science Grand Scholarships of \$2,400 each will be awarded to the outstanding boy and girl, and 8 four-year Westinghouse Science Scholarships of \$400 each will be awarded during the Institute after final tests and interviews by the board of judges. An additional \$3,000 in scholarships may be granted at the discretion of the judges. Each finalist will be chosen on the basis of his scholastic record, a report from his teacher on his aptitudes and extra-curricular activities, a thousand-word essay on his scientific project, and his showing in a 3-hour science-aptitude test, to be given in the local schools beginning December 2.

Since the Search was inaugurated in 1942, 15,000 high school seniors, about one-fourth of them girls, have completed entry requirements. Fifteen hundred have been given recognition as "potential scientists," with the top 200 of them, 147 boys and 53 girls, being awarded \$55,000 in scholarships.

Surplus Property for Schools

REORGANIZED STATE EDUCATIONAL AGENCY
FOR SURPLUS PROPERTY

By Edwin K. Dole, Surplus War Property Agent, and Richard E. Ward, Assistant Surplus War Property Agent, of the State Department of Education

CALIFORNIA schools may now look forward to realizing greater benefits from the war property disposal program as a result of the recent reorganization of the State Educational Agency for Surplus Property.

Its staff enlarged, its functions increased, the Agency is in a position to assist the schools in caring for their extraordinary increase in enrollment by helping them to secure much-needed surplus war housing and materials.

Early in the year, Governor Warren designated the State Department of Education as the State Educational Agency for Surplus Property. Funds were made available to assist schools in purchasing surplus war property with educational discounts.

In order to administer this program, the State Educational Agency for Surplus Property was established within the State Department of Education. Recent reorganization now brings the Agency closer to the realization of its objectives.

THE FUNCTIONS OF THE STATE AGENCY PROGRAM ARE THREEFOLD:

It certifies and expedites the processing of orders for surplus material other than real property from educational institutions at a 40% discount.

It aids schools in taking part in the Army and the Navy donation programs. It provides information and aid to educational institutions that wish to obtain real property under the programs provided by the Federal Works Agency, the War Assets Administration, and the Federal Public Housing Authority.

The program of the State Educational Agency for Surplus Property, which operates directly under the Superintendent of Public Instruction, is administered throughout the State by the Surplus War Property Agent, appointed by the Superintendent. The administration of the program has been organized with the division of the State into 3 districts, with headquarters in Sacramento and other district offices in San Francisco and Los Angeles.

Each district office, under the supervision of a Deputy Surplus War Property Agent, is staffed by assistants to admin-

ister each of the three phases of the program. Assistant Surplus War Property Agents responsible for obtaining discounts for schools are located in offices of the War Assets Administration, where they directly supervise purchase orders received from the educational institutions. Assistants in charge of the donation and real property programs operate from the district offices.

In order to take advantage of the Agency's services, schools must become familiar with and adhere to the correct procedures for applying for the benefits of the Agency's program, particularly the procedures for applying for certification and submitting an order for surplus property.

To receive the 40% educational discount, a school must be certified as a non-profit institution, tax-exempt as an educational institution under Section 101 (6) of the Internal Revenue Code. This certification may be obtained by applying to the State Educational Agency for Surplus Property at 1721 16th Street in Sacramento. After certification, the school is assigned a certification symbol, which should be placed in the upper right hand corner of all communications and purchase orders.

Many schools are apparently unaware of the proper procedure for submitting an order for surplus property, given in the California Educational Surplus Memorandum No. 2. A working familiarity with this procedure and avoidance of the errors commonly found in the purchase orders will help schools to secure more assistance from the Agency's program.

Listed among the errors made by schools in purchase orders—all of which delay processing and handling—is the failure of some schools to show two necessary statements on their purchase orders—namely, the claim to a 40% discount, stated in the California Educational Surplus Memorandum No. 2, and the "funds available" clause, which is in Field Operations Memorandum No. 31 of the U. S. Office of Education. Both of these statements should be written upon the order verbatim. However, an educational institution should not declare, for example, that it is an institution for the betterment of public health. Such a statement might cause the order to be processed through the representative of the Department of Public Health,

New Text in Consumer Education

THE CONSUMER'S ECONOMIC LIFE

By
JESSIE GRAHAM
*Supervisor of Commercial Education
Los Angeles Public Schools
Los Angeles, California*

AND

LLOYD L. JONES
*Director of Research
Gregg Publishing Company
New York, New York*

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thereby delaying it because of the resulting rerouting.

Some schools send insufficient copies of their purchase orders. The Agency does not have purchase-order forms on file for each school in the State; therefore, it cannot complete the processing by typing additional forms. Other schools omit the certification number. Although the Agency can provide the number from its files, the time consumed in such a search relays the processing. Schools should realize that time priority often determines whether or not they obtain the desired material.

Care should be taken by those who fill out the purchase order to copy the exact description of the material as stated in the sales catalogue. A seemingly minor omission may preclude any attempts to locate the desired material.

Separate purchase order forms should be used for separate sales. The Agency cannot send the same form to two different sales.

Attached to the California Educational Surplus Memorandum No. 2 is Letter Form CES-1. This letter (Statement of Use) in duplicate should accompany each purchase order number.

NO doubt, many schools wonder why they do not receive more than a small part of their orders. This situation is due to a higher priority classification given to Federal Agencies, to veterans, and to the

The two necessary clauses:
Warranty clause:

"The purchaser represents and warrants that it is a non-profit educational institution, as defined by War Assets Administration Regulation 14, and that the property sought is required for its own use to fill its own existing need, and that it will not be re-sold to others within one year of the date of the purchase without the consent in writing of the disposal agency."

"Funds available" clause:

"Funds are available for payment, purchase is for our own use and not for re-sale, and no terms or conditions in this order supersede or qualify War Assets Administration Sales Conditions, copy of which has been received."

RFC. Also, some schools have been assigned higher priority ratings based on average daily attendance; the lower the ADA, the higher the priority.

THE STATE EDUCATIONAL AGENCY FOR SURPLUS PROPERTY HAS BEEN ORGANIZED AS AN INSTRUMENT OF THE SCHOOLS. IT REMAINS FOR THE SCHOOLS TO UTILIZE ITS SERVICES TO THEIR ADVANTAGE.

Lake Tahoe 1946

Margaret Heuer, Teacher, Euclid Avenue School, Los Angeles

1. Maggie's Peak

(As seen from Granite Lake)

Half-way down the mountain there sits Maggie;

Her hand is pressed against her large square head;

To her left a wide, flat shelf of granite,
With striped back and sides of rock, her bed.

On her lap a kerchief white of snow is lying,

Which soon the sun and wind will waft away;

Now as she looks at me perhaps she's musing:

"Will you know me, if you come back again some day?"

2. Eagle Falls

We see it gleaming on the mountain
Where it like silver shimmers in the sun

A steady rivulet of water flowing downward:

A part of Eagle Falls has just begun.

Under the bridge flow calmly the waters
That Eagle Creek's current has carried along;

Now over the rocks they are tumbling and foaming,

Hurriedly reaching the Falls before long.

As they come to the first one, some waters flow onward,

Others turn off to the right, with its spray
High over a precipice rolling;

Both joining below in Emerald Bay.

3. Frustration

Again I failed to reach the Portals of the Pines,
Through which the emerald waters join the ones of blue;

The reeds in marshy waters still say, "No,
"Thus far, no further, you may go!"

So I turn left, and wander through the forest,

Where ferns abound; where rosy snow plants grow;

Pine needles spread a heavy, softening carpet;

The rocks appear: I'm back at Lake Tahoe!

WHAT DO YOU TEACH?

Rose Cicero Schuster, Teacher of Social Living, Bell Gardens Junior High School, Los Angeles County; James I. Wise, Principal

THE school teacher is generally introduced as such among her friends, and so the question follows, "What do you teach?"

"An underprivileged group," is usually my answer, and then inquiries begin as to how one would teach such a group.

The Needy Ones

First, how do we determine what makes up such a group? Usually they are youngsters who have failed in nearly everything in school from the time they started. Sometimes they adjusted socially in the beginning, but after being in school a few years, those who were their friends went on, and they remained behind and tried to adjust all over again to new social situations in the classroom.

Because of their lack of mentality, they became frustrated. As they grow older, social adjustments are harder to make, since other children begin to sense that Jack or Mary just don't belong. They can't do much in school academically or often cannot follow very simple directions. The conscientious teacher begins to wonder what she can do or what can be done.

Since this situation was found in our elementary schools and because these youngsters just couldn't fit into regular classroom activities, the developmental classes were started in Montebello Unified School District.

Our first attempt was in the elementary field, with a group of children gathered from one section of the district and placed under the guidance of a teacher at Colmar Elementary School in Bell Gardens.

As far as possible, the teacher visited the homes of these children and became acquainted with the family and at the same time noted the environment and family background. This established a better understanding and closer relationship between teacher and mother in regard to the child's needs.

Our criteria for placing these pupils was based not only on the general needs described, but upon more specific ones, namely, results of all tests given throughout the child's school career, plus a Stanford Binet, which gave some indication of the intelligence quotient.

The chronological age was also consid-

ered. Because the class was to be limited to 15, the range of ages from 8 to 12 seemed to be one that could be handled most successfully. In this particular group, IQs ranged from 55 to 75. Technically, these would be borderline or moron cases.

Perhaps the question arises, "Why stop at those ages and IQs?" Since our purpose in having this class was to meet the needs of these individuals to help them acquire a sense of security and success, it would be unwise to have discipline cases sent to such a class, because they were considered a nuisance in a normal class.

More of my colleagues and friends questions present themselves. With a grin and some astonishment they ask, "What on earth do you do with them all day, read?" Surprisingly enough these same people seem to appreciate that it is not a "cinch" job to handle this group.

However, it is a fascinating occupation. Since in teaching there is never a dull moment, such is doubly the case in a class of this kind. No better way can I express how interesting this type of work is than to say that normal children bore me so.

A teacher with a group of this kind must be warm, understanding and motherly toward these youngsters and still be firm. When we say "no" to these children they do not always comprehend the reason, but if we remember to say "no" with a smile, they will usually accept the decision.

Cooperation Essential

This type of class will never work successfully without the help and cooperation of all connected with the school,— administrators, teachers, and pupils. I was fortunate in having excellent principals without whose help the class could not have functioned. The teachers were of great help in explaining to their own classes that these children were being helped individually. They helped to develop a feeling of friendliness toward them so that at least they were tolerated, although not always accepted. This is the barrier which hinders a good many who could be helped by developmental activities, but whose parents are too foolishly proud to accept the fact that these youngsters do need such attention. This reason is more prevalent in elementary school than in junior high school where the program has been tried for the first time in our district this past year.

Naturally the program was based on very little academic work except what the boys and girls could do successfully working at their own rate of speed.

Since there were several non-readers in this group, a non-reading program was developed for these youngsters on their level. These pupils were able to do simple activities successfully and so gained a feeling of security and a definite status in the classroom. Praise at last could be given honestly for their accomplishments, because competition was among pupils of similar caliber.

The majority of the parents were pleased



SCHEDULE FOR NOVEMBER AND DECEMBER

STORY-TELLING MUSIC (Period B)

Oct. 31—Midnight on Hallowe'en
Nov. 7—Hiku and Kawelu
Nov. 14—The Sultana's Secret

SYMPHONIES AND THEIR COMPOSERS (Period C)

Nov. 28—The Bear, the Hen,
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Dec. 5—Tribute to the Heroic
Dec. 12—From Spillville, Iowa
Dec. 19—Cloistered Harmonies

A FREE TEACHER'S MANUAL is available to teachers or leaders of listening groups. For request cards, write to Standard School Broadcast, San Francisco 20, California.

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NOVEMBER is a month of famous authors' birthdays. Thomas Bailey Aldrich was born on the 11th; Robert Louis Stevenson, on the 13th; C. Colodi, on the 24th; Louisa May Alcott, on the 29th; Jonathan Swift, on the 30th; Mark Twain, also on the 30th. To help celebrate these birthdays, books in the WINSTON CLEAR-TYPE CLASSICS series, by mentioned authors, are — or soon will be — back in stock.

REPORTS from schools which adopted *EASY GROWTH IN READING* immediately upon publication indicate that their sixth-grade pupils are happy, successful readers who will continue to develop "the *EASY GROWTH* way" through grades 7-8-9 via *ADVENTURES IN READING* by Dorothy N. Knolle.

TIME to turn on the heat! Thermostats invented for coal furnaces 63 years ago still afford the easiest way to a 10% rise in the efficiency of your furnace.

CHILDREN, because of limited experience, require more — not less — information than do adults about something new. That is the basic reason why *THE WINSTON DICTIONARY FOR SCHOOLS* provides enriched definitions and abundant illustrations.

PAY OFF? Yes, education does. One out of every three college graduates earned annually from \$2500 up; for high school graduates, the score for the same amount of money was about 1 out of 9; for grade school graduates, 1 out of 25; and for those with no schooling, only 3 out of 200. These figures are based on 1940 census but the moral holds.

"PRINT and bind the books attractively" was a "must" when *ARITHMETIC WE USE* (Grades 1-9) was being made. Pupils like to handle and to use these texts because of beautiful format — illustrations, color, large clear type, washable cloth — as well as for stimulating content.

THEME of American Education Week: "Education for the Atomic Age." Topic for Monday, November 11: "Building World Security." As we pause this Armistice Day, we shall well remember our youth who died in the belief that their sacrifice would insure true world security.

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with results and anxious that their children go on to junior high school if possible. There was no special developmental class at Bell Gardens Junior High School, but the need was felt not only for those entering the junior high school, but because there were many of them there already.

It was because of such problems that a group called Social Living was formed, and it was up to me to carry on the same program in the junior high school. The elementary group was left under the able direction of one of the regular grade teachers at Colmar.

It was my job to help these adolescents to find themselves and adjust to a more adult routine than they had had. Because some of these youngsters had been with me in elementary, I knew their backgrounds and so the problem was not as difficult. For the others I went through the same routine in home calls, calling again on the parents of those I had had formerly, to renew acquaintance.

Our general goals and objectives were the same as for the elementary group. Any kind of teaching should try to give children a background for good citizenship and try to develop an ability to adjust socially. Children of low mentality cannot possibly be successful at either of these if they are not given a feeling of security and made to feel that they can do "something."

It was necessary then to establish a well-rounded program to help the boys and girls learn good citizenship attitudes, a feeling of fairness, loyalty and kindness toward others, so that they might acquire a sense of security and success. With such a background they can find a place in society in spite of their mental deficiencies.

General Program

Our general program covered discussion-periods on good manners and the right things to do at the right time. This was followed by actual experiences, such as having parties and breakfasts so that the pupils could practice what we had talked about. These youngsters need many specific experiences in order to grasp the significance of what they are taught to do.

Gleaning information from material read helped to develop good listeners and this, some of them needed badly in the beginning. The use of stories and good books to bring out principles in good social living helped to guide our "toughies" into right thinking, and their contributions to discussions of fairness and unselfishness were often very worthwhile.

All the work was varied and worked out on the individual level. The highlights of the daily program for the boys was their

shop period and physical education. They were able to complete useful objects, and the articles were simple enough in construction, so that they could complete a presentable project. The same was true of the girls and their clothing projects. The class was quite proud of its accomplishments and worked out a display for Public Schools Week with each period of the day represented by examples of their work.

Although results of our general goals did not always seem evident, by the last 8 weeks of school, the teacher took stock of the individuals and class as a whole, to see what she honestly felt had been accomplished.

To her amazement and gratification, in comparing the class as it began and as it was now — there was a much better feeling of friendliness and comradeship. The girls had a more tolerant attitude toward each other, and several who at the beginning of the year hissed and fought each other, were now walking hand-in-hand and having lunch together, and they liked school.

SOME of the boys whose attitude had been belligerent and antagonistic toward class and teacher, began to accept me as their friend, and their "squabbles" turned to friendly arguments and asking teacher to help settle them, because they realized I was impartial. That was a victory for the teacher.

Is such a program worthwhile? Definitely, yes. If a class of 15 youngsters, such as these were in the beginning, were placed in normal class situations, they would be lost. At the same time they would cause great disturbance, because they need individual help more than could possibly be given in the already overcrowded classrooms. So they turn to mischief, taking up the teacher's and children's precious time. This does not solve the problem, because these same situations arise several times each day.

THE ONLY HAPPINESS THESE POOR UNFORTUNATES FIND SOMETIMES IS WHAT ATTENTION THEY GET IN A PRIVILEGED CLASS AND SO WHY NOT GIVE THEM A SMALL TASTE OF SUCCESS?

* * *

NEA and AMA joint-committee on health problems in education states that cancer-control is a major health problem in the United States. More than 40 States now have cancer-control education programs in the public schools. H. D. Fish is director of school service, American Cancer Society, 350 Fifth Avenue, New York 1, N.Y. Dr. W. W. Bauer is secretary of the Joint Committee, with offices at 535 North Dearborn Street, Chicago 10.

SIERRA EDUCATIONAL NEWS

On the Eve of Election Day

(Continued from Page 8)

sidering teaching as a profession quite out of proportion to their actual effect on members of the profession.

Apothor group of factors on the list can be characterized as personal factors which would scarcely be obvious to the prospective teacher. Professional comment has repeatedly pointed out that the influence, both positively and negatively, of teacher personality, attitude, and example is reflected in the students attitude toward teachers and teaching.

On the whole I believe that each item on the list provides a useful point of attack for our sincere efforts to improve our profession. They are real; we should not dismiss them by the optimistic assurance that "our" school is different.

I am confident that the increased minimum salary will result, within a reasonable period of time, in a gratifying increase in quantity of certified

personnel. But without real progress in eliminating the other factors, there is little likelihood that this increase in quantity will bring a correspondingly gratifying increase in quality.

Nor is it simply a problem of enhancing the profession to encourage capable young people to choose teaching as a life's work. The present school generation cannot wait while new teachers are trained and school plants are enlarged. With the present facilities and reduced personnel we have an above normal school population. Our reaction to that challenge is a vital factor in the development of a large group of future citizens.

My recent experiences in the armed forces have made me acutely conscious of the debilitating effect on an organization of the lack of definite administrative policy, inadequate understanding between administrators and the "lower echelons," and lack of democratic participation in administration.

Few classroom teachers are unappreciative of the political pressures the

administration constantly faces, the compromises and balances the administrator must constantly tend while maintaining a calm pretense that they do not exist. For that reason, it is absurd to talk about complete faculty government. But there are myriads of problems within the school, where faculty participation can effect helpful solutions and establish uniform policy.

On the matter of clerical assistance there is bound to be disagreement. If such assistance is viewed from the point-of-view of cutting down certificated employees, if it is thought of as dumping unpleasant work on subordinates, it can offer no valuable contribution to the difficulties that beset us.

But if it is considered as a division of labor, as an attempt to free the teacher for broadened professional service, and above all as an opportunity to increase student participation in school operation and to interest students in teaching as a profession, it can contribute immeasurably to the vitality of our schools.

Such assistance would best come

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from seniors and junior college students under the supervision of permanent secretarial personnel. It should be made personal for the teacher, should extend to any reasonable professional matters, and above all it should not be excluded from the classroom.

For my own part, I believe that there is a real core of understanding and common purpose in our profession today. If we have strayed in the direction of political opportunism, we must reassert our fundamental faith in the permanence of democratic civilization. There is no higher pragmatism that can vitiate the ideals of honesty, education, and service.

WE are fortunate in California to have the confidence of an enlightened and generous public. To the increased financial support we are asking from the public let us add our own high resolve that no avenue of professional improvement will be ignored. Let us somehow find the strength and means to guarantee that

these years of adversity will not be a blight on a generation of school children. We cannot do less.

Tributes to Earl Gridley

(Continued from Page 15)

plans for the expanded program of our Bay Section. We should be better workers because of the friendly cooperation of Mr. Gridley. Our splendid financial standing is attributed to his careful handling of all funds entrusted to his care. The strength and unity of the teachers of the CTA Bay Section are a tribute to his leadership.

Mr. Gridley served equally well outside the educational field. He will be remembered for his leadership and service in church and civic affairs.

To his wife, our leader, Louise Beyer Gridley; to his daughter, June, and son, Aldus, we extend our heartfelt sympathy. We are grateful that Earl was spared to his family and our association these many years. We are deeply appreciative of the generosity of the family in sharing Mr. Gridley with us so generously in the work of his educational association, the California Teachers Association, Bay Section.

"To live in the hearts that are left behind,

is not to die." — Cecilia O'Neil, President, CTA Bay Section.

* * *

ALTHOUGH the newspaper said Earl Gridley was dead, those of us who knew him well cannot accept the finality of such a verdict. His example, his influence and his work again bolster our faith in immortality.

Earl Gridley was a Christian gentleman. His life personified unselfishness, kindness, courtesy and reverent faith. His was the positive approach. Cooperation, goodwill and friendship were at once his weapons and his defense. Anger or resentment he never harbored. He spoke good of all and defended even those who opposed him.

The good, the sweet, the beautiful — cannot be rubbed out and forgotten by an accident called death. These qualities give man immortality. They represent essential and everlasting truth which always rises again and again and will one day resolve the petty and vexatious problems of mankind. — Arthur F. Corey, Los Angeles, Executive Secretary, CTA Southern Section.

* * *

20TH CENTURY EDUCATION

DEAN P. F. Valentine of San Francisco State College, a scholarly schoolman, widely-known in California and nationally in educational circles, is editor of 20th Century Education.

This comprehensive symposium gives an overall view of the major issues and problems in contemporary education. An authoritative text, with 5 parts, 30 contributors, and nearly 700 pages, it treats all levels of education; published by Philosophical Library, 15 East 40th Street, New York 16, N.Y.; price \$7.50.

* * *

ROSES HAVE RIGHTS, TOO!

By W. J. Sanders, Los Angeles

BE modest," cried the plainer bloom,
To the resplendent rose;
"Your loveliness will spell my doom
And dim all else that grows.

"If you would dull your gorgeous hue,
I should the lovelier be.
This change you surely would not rue
To sweet humility."

"The rose I am, as rose I grew,
Nor vain nor boastful I;
If I am different from you,
Ask God the reason why."



The authors of

ARITHMETIC FOR YOUNG AMERICA

By John R. Clark and others

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World Book Company

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C. S. JONES
Pacific Southwest Mgr.

ERNEST K. BRAMBLETT

(Continued From Page 19)

as President of its Central Coast Section, as Council representative, and on its Board of Directors.

He is a member of the Federal Postal Employees Association, having been in the postal service in his early life. He is deeply interested in agriculture having made it a study during much time spent on family ranches.

Despite his many educational activities, and sponsorship of many legislative proposals on behalf of education, he has found time to engage actively in community affairs of Pacific Grove and Monterey County. He is at present serving his 4th term as Mayor of Pacific Grove, having been elected 3 times without opposition. During the War he was head of civilian defense in a vital area, and received citations from Army and Navy heads for his excellent work. Recently he was elected President of Monterey Bay Section of League of California Cities.

At the present time "Ernie" is on leave-of-absence from his county post, seeking election to Congress from the 11th Congressional District, comprising the Counties of Monterey, San Luis Obispo, Santa Barbara and Ventura.

* * *

NEA INSTITUTE

NEA Institute of Organization Leadership held last summer at American University, Washington, DC, had 2 leading California school women in attendance:

Dr. Sonoma Cooper, teacher of history, Berkeley High School, President, Berkeley Teachers Association, 1946-47, and

Mrs. Margaret F. Hill, 8th grade teacher, Goleta Union School, Santa Barbara County; President of the Department of Classroom Teachers, CTA Southern Section.

Dr. Joy Elmer Morgan, in charge of the Institute, states that it was particularly proud of these ladies and the fine work they did. He says, "In planning the Institute for 1947, we are working on a quota basis, which would give to each State one representative for each 10,000 teachers or fraction thereof, so that California would be entitled to 5 representatives.

"The 1947 Institute will follow the same general pattern as 1946 except that the work in planning will be divided into 3 phases —

1. for officers of State associations;
2. for officers of all-inclusive locals;
3. for officers of classroom locals.

William R. Scott, publisher, 72 Fifth Avenue, New York 11, N.Y., issues many bright, charming, and gaily-illustrated books for little children. For example, among recent titles are: *This Is The Way The Animals Walk*; *Christmas Stocking*; *Who Blew That Whistle*; *Barbaras Birthday*; *Everybody Eats*. These books are highly recommended.

International Who's Who 1947 is published by Europa Publications Limited, 39 Bedford Square, London, W.C.1. This invaluable reference-book, an annual bound volume, contains 18,000 biographies of prominent people all over the world. It covers fields as widely divergent as education, industry, journalism, history, architecture, medicine, diplomacy, politics, law, economics, and religion.



New Horizons in Teaching
Suggestions we hope you will
find interesting and helpful

Some suggested sources for your Christmas play . . .

Faced with the yearly problem of where and how to lay your hands on a suitable classroom or assembly play for Christmas or for any other occasion, you might care to cut out and save the following source list . . .

Association of Junior Leagues of America, Inc., Waldorf-Astoria Hotel, New York 22, N. Y.

Catalogue of plays, puppet shows—ms. and published form— $\frac{1}{2}$ to $1\frac{1}{2}$ hrs. long. Also one of 15 min. radio scripts.

Children's Theatre Press, Cloverlot, Anchorage, Ky.

Illustrated catalogues of long plays for children of all ages.

Dramatic Publishing Co., 59 E. Van Buren St., Chicago 5, Ill.

Catalogue, "Plays for Young People"—short and long plays, assembly programs, direction hints.

"Plays, the Drama Magazine for Young People," 8 Arlington St., Boston 16.

Published monthly, October-May—very short one-act plays for various age groups; seasonal, holiday plays.

Row, Peterson & Co., 1911 Ridge Ave., Evanston, Ill.

Illustrated catalogue—plays for children of all ages; also operettas and pageants.

Samuel French, Inc., 25 W. 45th St., New York 19, N. Y.

Catalogue of short and long Christmas plays for children of all ages.

. . .

These catalogues are free upon request. If further interested, refer to the "Subject Index to Children's Plays", published by the American Library Association and available at many local libraries or through your state library agency.

. . .

This listing was compiled by Mrs. Martha B. King, director and writer of many children's plays, including "Peter, Peter, Pumpkin Eater", "The Christmas Carol", and "The Snow Queen".

We hope the foregoing is helpful to you just as millions of people find chewing Wrigley's Spearmint Gum helpful to them.



Wrigley's Spearmint Gum
is your standard of quality for
complete chewing satisfaction



Mrs. Moran is President of the Classroom Teachers Department, CTA North Coast Section. See also the October issue of this magazine, Pages 22, 23.

FAR AND NEAR by Valine Hobbs; workbook in home geography for 3rd or 4th grade; paper-bound — $8\frac{1}{2}$ x $10\frac{1}{2}$ inches; fully illustrated; price, 32 cents. Webster Publishing Company, 1808 Washington Avenue, St. Louis 3.

This home geography workbook skillfully employs the game element that appeals to children. Through a variety of exercises that call for real thought, not mere repetition, the author has tried to satisfy the child's native curiosity concerning some of the things about him and to lead him to an appreciation of natural phenomena, common supplies and articles, and institutions and inventions with which he comes in daily contact.

PRIVATE SCHOOL FOR SALE

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Real Property valued \$70,000. Name — Good will — Equipment — Personal Property valued at \$30,000. All can be bought for \$87,500 on terms \$25,000 down, balance long terms. Owners retiring. Only qualified buyers with down payment will be shown. Write or phone H. M. Kane, 5060 Geary Boulevard. Telephone, BA. 1032 or BA. 7172, San Francisco, California.

TEACHERS IDEALS

By Elva Horsman, Visalia

A NEW term has started — school has begun,
For teachers and pupils, work, study, and fun!
Lively boys and gay girls to guide through each day
That no error of judgment may lead them astray.
Can we look into faces so fresh and so bright,
Young, eager, enthused, with radiant light,
And not be inspired to give of our best
To answer youth's zestful and joyous quest?
We must give them the knowledge they need and desire
Educational facts that they must acquire;
But far more than this, to give vision so clear
That safely will guide through confusion and fear;
And help them life's pattern of order to weave
In designs that lasting beauty will leave;
A love of Democracy's high ideal
Working together with untiring zeal;
Help them to learn to give and to take,
And freely forgive the mistakes that all make;
To gain a fine tolerance of race and of creed
That all in right living have a chance to succeed;
Helping them find their place among men
The respect that honest endeavor will win;
To give them a faith in the ultimate good,
That works for peace and for brotherhood;
Ah, yes, more than knowledge must teachers impart,
For true wisdom has its source in the heart!
What joy could be greater than to help mold our youth,
And imbue them with harmony, courage and truth!

Let's Encourage Creative Music

Norma E. Look, Teacher of Music in the Los Angeles City Schools

AN unusual phase of modern music teaching is Creative Music. It is unique because Creative Music is inventing new melodies and accompanying poems in the light of one's own natural endowment and experience.

The amount of newness may be small or great, yet, if it is new to the individual it is creative, regardless of pre-existence. Composing can be taught to the class as a whole or individuals may experiment with original melodies.

There are various types of ex-

periences in the field of creative music. Many teachers are fearful of conducting a class in composing songs and prefer other methods of creating music.

One of the most useful methods among primary teachers is to play a record, have the children listen, then interpret their impressions with bodily rhythms; thus giving free expression to their individual reaction to the music.

Another practical method is to have the children make the musical instruments, then use

these inventions, such as original tambourines, shakers, drums for sound-effects or interpretation.

A popular type of creative expression is dramatization of songs and interpretive dancing.

Up to 1933 in Los Angeles we adhered to a strict program derived from traditional text-books, but, during that year, we realized a change from the regular time-allotment given to music classes to a fusion of music with other studies in the curriculum.

This new unit-of-work program proved an incentive to creative music. Supervisors began revising their courses of study to include creative music because they recognized its value as an important means of individual self-expression.

Thus, creative music came into its own as a definite part of the music program in the schools.

In a 1946 flash-back, we see that the teaching of creative music has come through the ex-

perimental stages, nourished by supervisors and teachers, to be placed in the curriculums of universities and take a progressive part in our educational system.

From my own experience as a supervisor of music, I have found that the best results can be obtained when the foundation has been well laid in the Music Appreciation Class.

The joy and satisfaction of composing, however quaint, proves to be a very gratifying achievement for both pupil and teacher. Often a non-singer will add the enthusiastic contribution of a verse of poetry or the title for a song.

Over and above all, I found that during the period of creative music, discipline took care of itself, while class interest and spontaneity was electric.

SO, WITH THE FUTURE BEFORE US, LET'S ENCOURAGE CREATIVE MUSIC.

Interesting new workbooks published by J. B. Lippincott Company, 333 West Lake Street, Chicago, are:

1. Biology Activities, by Vance and others, 316 pages, illustrated, with achievement tests.

2. General Science Activities, by Trafton Smith, 310 pages, illustrated, with unit tests.

* * *

Using Our World is another in the fine, new edition of the Ginn and Company Adventuring in Science Series, by Powers and others. The new edition of this handsome, widely-used general science series is brought fully up-to-date. Each book has a combination workbook and laboratory manual. Price of Using Our World is \$2.16.

* * *

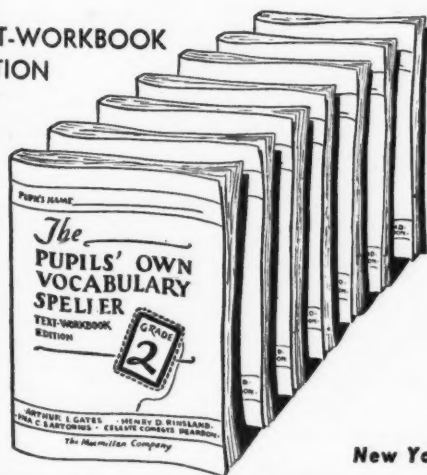
Benj. H. Sanborn & Co., Chicago, issue a Famous Story Series for elementary schools. Two recent titles are Robinson Crusoe and Gulliver, both adapted and retold by Frank L. Beals, assistant superintendent of schools, Chicago. California representative of Sanborn is C. W. Roadman, 1021 South Masselin Avenue, Los Angeles 35.

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Exchange of Materials with Greek Schools

AT the request of the Greek Delegates to the World Conference of the Teaching Profession recently held at Endicott, New York, and in cooperation with the Royal Greek Embassy in Washington, D. C., the National Education Association has developed a plan for staffs of elementary and high schools (including vocational schools) to send packages of professional material to elementary and secondary schools in Greece.

A school faculty which wishes to take part in this program should prepare a parcel of professional books and journals, textbooks, photographs of school buildings and school life, school yearbooks, school newspapers, annual reports of the school system or other published material which would be of interest to teachers in Greece who would like to learn about American elementary and secondary schools.

Packages should be securely wrapped and sent by 3rd-class mail to an individual school in Greece. Names and addresses of Greek schools may be obtained from Alexis S. Liatis, First Secretary, Royal Greek Embassy, Washington 8, D. C.

Each package should not exceed 11 lbs. and give on the outside the name and address of the sender. No personal messages may be enclosed in 3rd class mail packages, but a card containing the name and address of the school which is sending it should be placed inside each package.

This plan should be the starting point for a fruitful correspondence for the two schools involved.

The National Education Association has been assured that all such parcels will be gladly acknowledged by the receiving Greek schools.

Atomic Key to the Future, by Harley, a 14-page pamphlet distributed by National Committee on Atomic Information, 1749 L Street, NW, Washington 6, DC; price 10 cents; discusses the implications of the United States proposals for international control of atomic energy.

* * *

VACATIONING

Grace Parsons Harmon, Los Angeles

I WENT off on my vacation by the sea,
Where I planned to be as lazy as can be,
But the cottage had a plot
And the pleasure that I got
Out of spading, mowing, raking, you should see!

I trimmed up the lawn's smooth edges twice
a week, —

No eyebrows known to Fame were half as sleek, —

And though the weeds that I have weeded

Called for what my waistline needed,
It did NOT produce that line so "tube-slim" chic!

* * *

But suppose I'd had to do it, —
How I'd rue it!

ASSIGNMENT: TOMORROW

NATIONAL Education Association film, Assignment: Tomorrow, had extensive showing in California last year. Partial report shows the following totals:

Total bookings	135	College Students	278
Teachers	4,331	High School Students	3,970
Laymen	3,854	TOTAL	12,433

CTA State Headquarters Office, 660 Market Street, San Francisco 4, has 7 copies of the film. CTA Southern Section Office, 612 South Figueroa Street, Los Angeles 14, has 4 copies. Apply promptly.

The film is 16-mm black-and-white, with a 26-minute feature and a 7-minute trailer. It presents the American Teacher at work in the Classroom and in the Community. The trailer shows the relationship of the NEA to State and local teacher associations.

Please list a first, second or third choice of dates, in making application, in order to obtain a showing time.

The Duty of All Teachers

Here is a time-honored Section of the California State Education Code. obligatory upon all Public School Teachers

IT shall be the duty of all teachers to endeavor to impress upon the minds of the

pupils the principles of morality, truth, justice, and patriotism;

To teach them to avoid idleness, profanity, and falsehood;

And to instruct them in the

principles of a free government,

And to train them up to a true comprehension of the rights, duties, and dignity of American citizenship.— California Education Code Section 5.544.

MY SUGGESTIONS

Editor

Sierra Educational News
660 Market Street, Room 415
San Francisco 4, California
Dear Sir:

On attached sheet are my suggestions for Sierra Educational News:

(Please use additional sheets as required)

Signed.....

Address.....

Let's Put Our Cooks on Contracts

Marian Conklin Behr, Yuba City; School Lunch Representative, Production and Marketing Administration

SCHOOL lunch programs in California have, in many cases, "grown like Topsy." They started out with volunteer help and little or no facilities and have grown to large proportions in only a few years.

The added participation has thrown an added responsibility on the cook. Frequently she has not received pay comparable, in her estimation, to the position.

A few schools have the fortune of seeing the same good cook behind the counter year after year. She returns, often with comparatively small pay increases, because she likes to work with children, lives near the school, or just doesn't want to change to other work. But as she sees others about her, including the teachers, getting salary increases in keeping with increased costs of living, she becomes restless.

Many schools are faced with a continually changing personnel in their kitchens and wonder why.

Cooks, like teachers, like to feel that they are receiving due recognition for the work they are doing.

Money talks, and if they feel they can earn more down the street they will leave for the so-called better job. The school must offer them a schedule of work and pay that attracts and holds them.

Teachers get holidays—even Christmas and Easter vacations with pay. In most schools, cooks are paid by the day. When the holidays come and they need money more than ever their checks are cut in half. This displeases them.

Placing school-lunch cooks on a contract basis has proven to be popular with cooks where the system is used. A school in northern California feeds an average of 230 children a day. They hire 3 cooks. The labor was running \$21 a day. Each cook received \$7 a day or \$1190 a year. When they needed money most, during the holidays, they were out of work and pay.

This school last year placed its cooks on a contract salary of \$1200. For \$10 a year the cooks were changed from hourly wage-

earners to salaried women on a contract. This change had a fine psychological effect on them.

They are paid on a 10-month basis and

have holidays with pay. They know what their pay-check will be each time. Book-keeping in the office is simplified.

The annual figure sounds so much larger that they assume they are getting much more than on the daily basis. They consider themselves professional people.

GOOD COOKS MUST BE RETAINED IN OUR SCHOOL-LUNCH PROGRAMS. IF \$10 A YEAR, MORE OR LESS, CAN KEEP THEM ON THE JOB, LET'S TRY THE CONTRACT!

YOURS...FOR THE ASKING

A LIST OF FREE AND INEXPENSIVE CLASSROOM HELPS

HERE is a partial list of the many excellent offerings made by advertisers in the November issue.

Time will be saved by writing directly to the advertisers for the material you wish, but a coupon is provided at the bottom of this column for your convenience.

11a. Natural Color Wild Flower Booklets, showing 63 flower pictures in full color, with identification and places of growth. Useful for art, science, social studies and food classes. A trial package of 12 booklets with teacher's manual sheets is available for \$1. Salada Tea.

12a. Hair Care Begins with a Thorough Shampoo, may be used as a bulletin poster or may be given to the students. Shows the 6 steps for a good shampoo and also diagrams for setting the hair. It will help encourage good hair grooming. Drene.

13a. New Grooming for Schools Charts—one for girls, one for boys. Shows two teenagers properly groomed for school with pointers on grooming of person and grooming of clothes to provide specific information for use by teachers of health education, home economics, social studies, or for use by deans and guidance counsellors. Mailed as a set or separately. Specify whether you want both or the boy's or girl's.

73. For low cost 10-way protection insurance against health and quarantine write for Teachers Casualty Underwriter's folder. TCU will also send you "out-of-the-grab-bag," an attractive useful little souvenir, free of charge. Teachers Casualty Underwriters.

94. 6 Steps to Safety pictures all the factors involved in safe pupil transportation, school coach construction and operation; highway traffic hazards, training suggestions for pupils and organization of a public bus patrol. Excellent to put into the hands of every driver or supervisor of school buses. Superior Coach.

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COMING EVENTS

November 5 — General Election. Vote Yes on Proposition 3. Vote No on Unlucky 13.

November 10-16 — American Education Week.

November 18-20 — Association of Secretaries of State Teachers Associations; annual conference. New Orleans.

November 10-16 — Children's Book Week.

November 11 — Armistice Day of The First World War.

November 23 — CTA Southern Section Council; regular meeting. At the Section headquarters, 612 South Figueroa Street.

November 23 — CTA Bay Section Council; regular meeting. Sir Francis Drake Hotel, San Francisco.

November 28 — Thanksgiving Day.

November 28-30 — National Council for the Social Studies; 26th annual meeting. Hotel Statler, Boston.

November 28-30 — Western Association of Teachers of Speech; annual convention. Whitcomb Hotel, San Francisco.

December 13, 14 — CTA Semi-Annual Meeting; State Council; Board of Directors; State Committees. Biltmore Hotel, Los Angeles.

January 6 — California State Legislature begins its session.

January 11 — CTA Southern Section Council; regular meeting. At the Section headquarters, 612 South Figueroa Street.

January 15-31, 1947 — March of Dimes; National Foundation for Infantile Paralysis.

January 25 — CTA Bay Section Council; regular meeting. Sir Francis Drake Hotel, San Francisco.

February 12 — Lincoln's Birthday.

February 22 — Washington's Birthday.

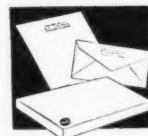
March 1-6 — American Association of School Administrators; annual convention. Atlantic City.

March 8 — CTA Southern Section Council; regular meeting. At the Section headquarters, 612 South Figueroa Street.

April 6 — Easter Sunday.

April 28-May 3 — Public Schools Week; 28th annual observance; Charles Albert Adams, State Chairman.

May 10 — CTA Southern Section Council; regular meeting. At the Section headquarters, 612 South Figueroa Street.



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